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ABSTRACT

A study evaluated effectiveness of learner, curriculum, and personnel divisions of the Adult Basic Education (ABE) program in Alabama. Six ABE components were assessed through analysis of data obtained from interviews, questionnaires, state ABE files, and relevant literature. ABE administrative staff, supervisors, teachers, learners, and cooperating agencies responded to questions concerning goal setting, recruitment, staffing, inservice education, instruction, and cooperation. Teachers appeared more concerned about affective areas of the curriculum than supervisors. Supervisors did not seem to engage in long-range planning. Newspaper and radio were the major recruitment methods. Supervisors were not eager to engage in staff improvement. In the area of instructional improvement, supervisors did not encourage use of programmed materials, there was a high degree of learner involvement, and the individualized approach was utilized to an insufficient degree. Cooperating agencies believed in ABE's ability to provide basic skills to the community. A representative group of adult educators from Alabama and the southeastern section of the nation responded to a comparative analysis of the current ABE program and ideal standards established via an ABE opinionnaire. The responses resulted in eleven recommendations. (Appendixes present the six evaluation instruments used in the survey.) (YLB)

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ED189398

EVALUATION OF THE ADULT BASIC EDUCATION PROGRAM IN ALABAMA

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of
Education

Montgomery, Alabama

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

Evaluation may be defined as a broad and continuous effort to inquire into the effects of utilizing educational content and process according to clearly defined objectives.

In the last ten years many programs that need to handle evaluation effectively and efficiently have emerged, such as adult basic education, manpower training, and rehabilitation. The last five years have produced numerous ideas about what program evaluation is, what it should do, and how it should be done. Ideas about evaluation are in a transitional stage. A person responsible for establishing concepts and strategies of evaluation seldom has time to research and completely analyze all new developments in evaluation.

A synthesis of research from Steele's Contemporary Approaches To Program Evaluation: Implications For Evaluating Programs For Disadvantaged Adults constitutes the theoretical framework for this evaluation.

Although the task has been overwhelming in scope and complexities, there have been many persons who have assisted in various ways in implementing the study. I am especially indebted to the local ABE supervisors, teachers and learners for their invaluable contributions. A special thanks to Mr. Norman Parker, ABE State Coordinator, for his assistance and to the Evaluation Steering Committee that contributed keen insight in the formulation of strategy for obtaining the needed data.

A sincere thanks to Dr. Charles Sprayberry, Superintendent, Tuscaloosa County Schools, for his professional guidance each day.

I am especially indebted to Dr. Robert K. Leigh, University of Alabama, for his astute assistance and continuous support during this entire evaluation. Thanks to Dr. Roy Smith, University, Alabama, who assisted in the development of the evaluation design.

I am particularly grateful to Mr. James Jackson for proofreading and for the secretarial assistance of Mrs. Kaye Mitchell.

Richard A. Jennings

CHAPTER I

Introduction

The Adult Basic Education Program of the State Department of Education has initiated an evaluation process which will encompass the total State Adult Basic Education Program.

Mr. Norman Parker, State Coordinator, has emphasized the need for an evaluation of the strengths and weaknesses of the total program. The major objectives of the evaluation will be as follows: to measure as accurately as possible the effectiveness of the total Adult Basic Education Program; to determine conclusions from the collected data and draw implications to be used by state and local program planners; and to report the evaluation data in a practical and functional manner that can be utilized in upgrading the ABE program at the state and local levels.

The Alabama State Department of Education commissioned the University of Alabama to implement the statewide evaluation of Adult Basic Education (ABE). Adult Basic Education is a program to enable persons who have attained the age of sixteen and are not enrolled in the present public school program to initiate or re-enter an educational program to improve their chances to maximize their contribution to society.

A philosophical view of Adult Basic Education could well mean that national survival requires a combination of educating people,

and sufficient wherewithal to accomplish this process. As a result of this action people become aware of their intrinsic worth, their responsibilities which are tied to their rights, and the effect of their contributions to society.

If evaluation may be defined as a broad and continuous effort to inquire into the effects of utilizing educational content and process according to clearly-defined objectives, then the pivotal point of this evaluation process will involve the following objectives of Adult Basic Education in Alabama.

Objectives -- Adult Basic Education

Adult Basic Education Programs shall be so designed as to:

1. Offer the adult with little or no schooling the opportunity to initiate or continue his education.

2. Provide understanding of the responsibilities which accompany his rights as a citizen.

3. Enable the adult to develop the fundamental skills of communication: listening, speaking, reading, writing, and the basic skills of numbers.

4. Provide the learner the opportunity of acquiring the elements of health, science, and social studies that will enable him to better understand and join in the life of his community and his nation.

5. Relate these learnings to the world of work.

6. Develop the confidence of each adult in his own ability to learn.

7. Furnish the learner with a constant series of successful learning experiences to better re-orient his attitudes.

8. Develop the basic skills with continual relevance to their usefulness and meaning in the life of each learner.

9. Seek the maximum development possible in the minimum time possible.

Evaluation is an essential and inescapable part of the process of administering an adult program. Every administrator constantly makes value judgments about the things he does and the results he seems to get. Too often he relies on snap judgments based upon limited evidence; no systematic procedure is used, and no references to goals or objectives are made.

In any attempt to evaluate an ongoing Adult Education Program, the following practical obstacles should be continually considered:

1. Human behavior is too complicated, and the number of variables affecting it are too numerous for us ever to be able to "prove" that it is our program alone that produces desired changes.

2. The social sciences have not yet produced the "rigorous research procedures" and measurement instruments for getting the kind of hard data required for evaluating many of the subtle and more important outcomes of a comprehensive program of adult education.

3. Adult education is an open system in which participation is voluntary, so that the worth of a program is more readily tested by the degree of persistence and satisfaction of its clientele.

Program evaluation has two major purposes: (1) improvement of organizational operation, including such aspects as its planning process, decision-making procedures, recruitment, personnel, physical facilities, public relations, and administrative management; and (2) improvement of its program, including such aspects as objectives,

methods and techniques, materials, and quality of learning outcomes. Evaluation can also be used for such secondary purposes as justification for expansion, support for the status quo, and boosting of morale.

The basic purpose of evaluation is to stimulate growth and improvement. Whatever other worthy purposes exist are only facets of the all-inclusive effort to assess present conditions as a basis for achieving better ones. Evaluation that does not lead to improved practice is sterile.

Statement of the Problem

The problem is to determine strengths and weaknesses of the total Alabama Adult Basic Education Program.

Consequently, the problem is compound: First, to determine the quality of the Alabama Adult Basic Education Program, the inquiry should seek responses to the following relevant questions:

1. Are the objectives of the local ABE program aligned with national and state objectives? To what extent are the objectives being achieved?
2. How effective are the ABE personnel functioning in their respective positions?
3. How effective are the recruitment techniques?
4. To what extent does the State ABE Program contain and make special provisions for offering opportunities to the undereducated adults who are unable to participate in conventional programs?
5. Are the teaching materials and methods effectively utilized in regard to the ABE target audience?
6. To what extent are the instructional personnel trained to teach the ABE clientele?
7. How effectively coordinated is the local ABE program with service agencies within the community?

8. To what extent is there action research designed to contribute to the effectiveness of the program?

9. How effective is the in-service component at the state and local levels?

10. Do weaknesses exist that are not readily discernible in the program?

Second, after the completion of step one of determining the status and scope of the ABE Program, to offer recommendations for improving the different components of the Adult Basic Education Program.

A global overview of the different phases of the total evaluative process is presented in Figure I. Each phase has been subdivided into functional parts that make up the whole process and placed in a sequential evaluative plan. This generalized illustration has been further detailed in Figure II which describes the levels of the learner, components of the curriculum and the nature of the personnel to be evaluated. In addition, Figure II illustrates the interrelationship of Phase I, Phase II, and Phase III of the total evaluation plan.

Methodology

The data contained in the report were obtained from:

1. Interviews with
   - A. The State ABE Administrative Staff
   - B. Related State Department of Education Personnel
   - C. Local ABE Administrators
   - D. ABE Instructional Staff
   - E. ABE Learners

2. Questionnaires to
   - A. Panel of Adult Educators
   - B. Cooperating Agencies
   - C. ABE Supervisors
   - D. ABE Teachers
   - E. ABE Learners

3. State ABE Files

4. Relevant Literature

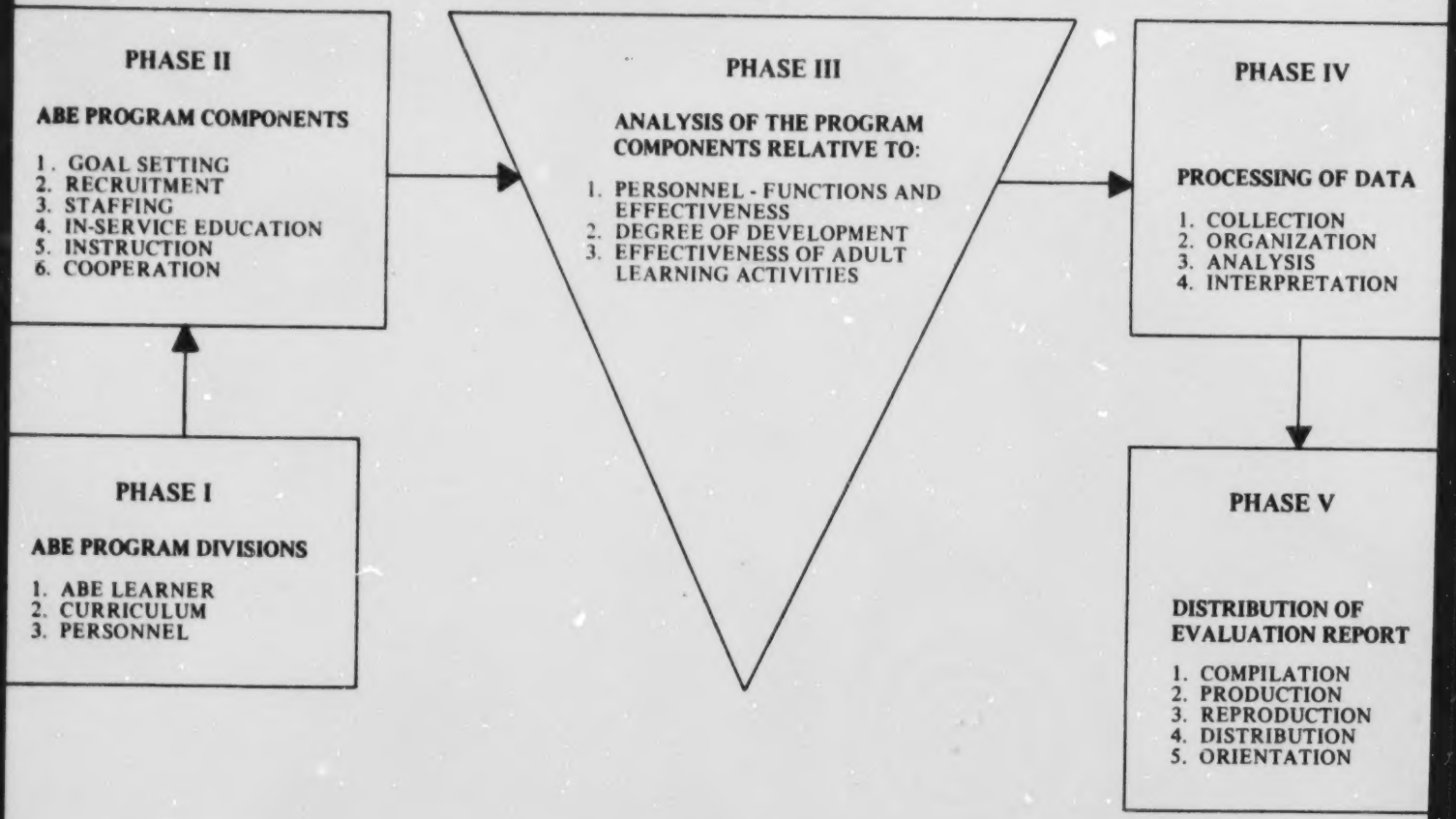
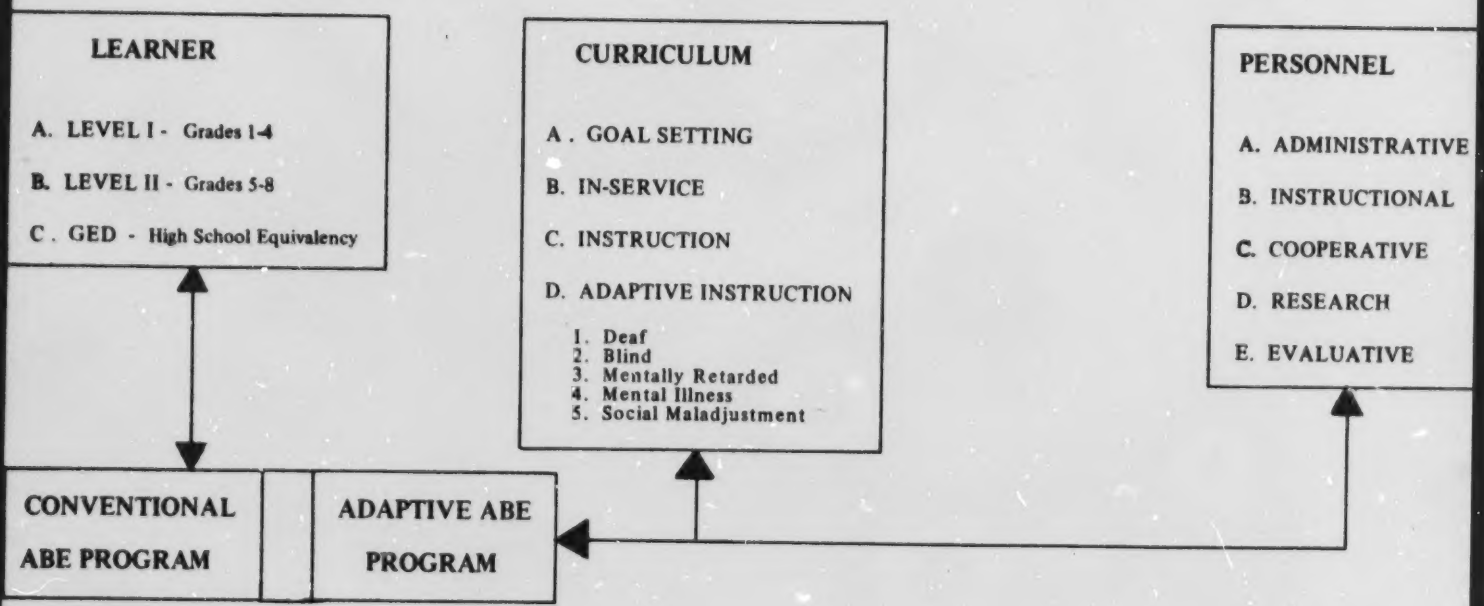


FIGURE I
OVERVIEW OF THE EVALUATION OF THE ALABAMA ADULT BASIC EDUCATION PROGRAM

FIGURE II

COMPONENTS OF THE ADULT BASIC EDUCATION PROGRAM DIVISIONS



Procedures

The initial task in the evaluation of Alabama's ABE program was the creation of the five phases as presented in Figure I.

Phase I divides the Adult Basic Education Program into three major divisions to be evaluated - ABE Learner, Curriculum and Personnel.

Phase II is based on An Evaluation Guide For Adult Basic Education Programs, Center for Adult Education, Columbia, University. This phase establishes six unique Adult Basic Education components to be evaluated: goal setting, recruitment, staffing, in-service education, instruction and cooperation.

Phase III consists of an analysis of the six ABE program components relative to: personnel functions and effectiveness, degree of development of each component, and the effectiveness of the materials and methods involved in the adult learning activities.

Phase IV involves the processing of evaluative data through the following: collection of pertinent data, organizing the data relative to phase III, analyzing the collected data, and presenting recommendations for upgrading the total ABE program at the state and local levels.

Phase V is concerned with the dissemination process as follows: compilation of all relevant data, creating a finished document, reproducing the product, distributing the study to the ABE staff members in a decision making position, and holding orientation sessions for explaining the results of the study.

The evaluative study is divided into four chapters as illustrated in the Conceptual Framework for Evaluating the Alabama Adult Basic Education Program in Figure III.

FIGURE III

CONCEPTUAL FRAMEWORK FOR EVALUATING

THE ALABAMA ADULT BASIC EDUCATION PROGRAM

CHAPTER I

INTRODUCTION

1. STATEMENT OF THE PROBLEM
2. METHODOLOGY
3. PROCEDURES
   a. Sampling Operation
   b. Data Collection
   c. Data Analysis
   d. Reporting Results
4. LIMITATIONS
   a. Populations
   b. Instruments

CHAPTER II

INTENTS–ESTABLISHING ABE PROGRAM STANDARDS

RATIONALE

1. PROGRAM STANDARDS ESTABLISHED BY A PANEL OF ADULT EDUCATORS
2. ADULT PROGRAM COMPONENTS–STANDARDS
   a. Goal Setting
   b. Recruitment
   c. Staffing
   d. In-Service Education
   e. Instruction
   f. Cooperation

CHAPTER III

DESCRIPTIVE DATA–OBSERVATIONS OF CURRENT PRACTICE

RATIONALE

1. ASSESSMENT OF THE FOLLOWING:
   a. Administrative Staff
   b. ABE Supervisors
   c. ABE Teachers
   d. ABE Learners
   e. Cooperative Agencies
2. ADULT PROGRAM COMPONENTS–CURRENT PRACTICE
   a. Goal Setting
   b. Recruitment
   c. Staffing
   d. In-Service Education
   e. Instruction
   f. Cooperation

CHAPTER IV

JUDGMENT–THE EXTENT TO WHICH THE STANDARDS HAVE BEEN REACHED

1. SUMMARY
2. IMPLICATIONS DRAWN FROM AN ANALYSIS OF THE STUDY
3. RECOMMENDATIONS FOR IMPROVING THE ADULT BASIC EDUCATION PROGRAM IN ALABAMA

Chapter I includes the introduction of the study. Within this introductory chapter is contained the statement of the problem, methodology to be used, description of the procedures for sampling, data collecting, data anaylsis and reporting. The introduction concludes with a distinct description of the limitations of the study.

Chapter II deals with establishing a reasonable set of standards for the Alabama ABE Program through administering an ABE Opinionnaire to a cross-section of Adult Educators from Alabama. In addition, the ABE Opinionnaire will be mailed to knowledgeable Adult Basic Educators throughout the southeastern section of the United States.

Chapter III is concerned with descriptive data-observations of the current practices of ABE in Alabama. The six ABE program components will be assessed through an analysis of the ABE administrative staff, ABE supervisors, teachers, learners, and cooperating agencies.

Chapter IV will make a comparison of the current practices in the Alabama ABE Program with the established standards presented in Chapter II. The evaluative judgments will attempt to reveal the extent to which the standards are being reached as a result of the current practices in the Alabama ABE Program.

If deficiencies appear imminent, recommendations for improving the Adult Basic Education Program will be rendered.

Sampling Operation

Confidentiality with the respondent was emphasized in every transaction involving opinionnaires, questionnaires, and responses; and no identification of location of any respondent was revealed in the study. A return-addressed, postage-paid envelope accompanied

each questionnaire to facilitate the return rate by the respondent.

All ABE supervisors were sent a specially designed Supervisor Questionnaire for determining current practices within the six ABE components. Each supervisor will evaluate two teachers that have been randomly selected by the evaluating team. The supervisor will return the two Teacher Rating Forms along with the Supervisor's Questionnaire. Each supervisor will receive a Cooperating Agency Questionnaire to be forwarded to a supporting agency involved in the implementation of the local ABE program; i.e., anti-poverty agency, civic club, religious group, etc.

The ABE teachers were categorized according to the following two factors: Categories A, B, and C were determined by the population of the area where the class was located, and category D recognized the unique function of the class and the specialized clients served; i.e., deaf, blind, mentally retarded, etc.

Category A -- Population ranging from 0 - 4,999

Category B -- Population ranging from 5,000 - 44,999

Category C -- Population ranging from 45,000 - +

Category D -- Adaptive Classes - Deaf, Blind, Mentally Retarded, Mental Illness, Social Maladjustment

Three hundred ABE teachers will be randomly selected with Category A comprising 50 percent of the total population sample, Category B, 25 percent, and Cateogry C, 25 percent. All teachers in the adaptive classes will be assessed.

In a different sampling operation, seventy-five ABE teachers will be randomly selected from the total population based on the four ABE

teacher categories previously described. The selected teachers will administer the ABE Learner Questionnaire to all of their learners.

Data Analysis

The analysis of the collected data were based on one general guiding principle, namely, that the results will be presented in the simplest manner possible.

The data submitted in answer to questions on the opinionnaires and questionnaires were numerically coded to data-processing sheets. The print-outs by the computer were in frequencies and percentages.

Framework for Reporting Evaluation Results

The theoretical framework was developed from a synthesis of ideas on evaluation in Steele's Contemporary Approaches To Program Evaluation: Implications For Evaluating Programs For Disadvantaged Adults. According to this framework, the total ABE program is separated into six adult program components: good setting, recruitment, staffing, in-service education, instruction and cooperation.

A panel of Adult Basic Educators, through an Opinionnaire including the six program components, will establish Adult Basic Education program standards which are idealistic, yet attainable. The results of this opinionnaire will be presented in narrative and table form.

Descriptive data of current Adult Basic Education practices in the six program component areas will be presented in narrative and table form for comparative purposes.

The relative discontinuity between current practices in the ABE program and established program standards will constitute the

basis for implications of needed changes in operational procedures.

Recommendations for improving the Adult Basic Education Program in Alabama will emanate from the gap between current practices and the idealistic standards established by the panel of Adult Basic Educators.

Limitations

All evaluative studies have some limitations. The following conditions have produced limiting factors in this study:

A. Populations
An obvious limitation resulted from the fact that the evaluation design did not include an on-the-spot assessment.

Any time sampling is administered to represent the whole, the possibility exists that representation is insufficient or that bias prevails. Although stratified random sampling (rural, semi-urban, urban, conventional classes, adaptive classes) was employed to minimize these possibilities, such contingencies could have occurred.

B. Instruments
The instruments used to secure the information were created, reviewed and revised by the Steering Committee on Evaluation. However, there were possibilities that some of the questions were ambiguous.

CHAPTER II

INTENTS - ESTABLISHING ADULT BASIC EDUCATION PROGRAM STANDARDS

Rationale

The rationale from which the ABE Program of Alabama evolves is: "Adult Basic Education is guided by certain fundamental beliefs. Chief among these is the conviction that every person is a person of worth and is entitled to the opportunity of establishing this worth and to develop to his maximum individual capabilities." (State Plan, 1967, p. 5)

ABE Program Structure

The Alabama State Department of Education states that its ABE program is to assist the people of the State who are recognized as "educationally disadvantaged" to obtain or continue, voluntarily and without cost, their education. These "educationally disadvantaged" people are identified as residents of the State who are 16 years of age and over, not enrolled in school.

In the State of Alabama, 1975, there are approximately 202,536 non-reading adults and 1,325,055 adults that have not completed high school.

The program designed to carry out the activities of the ABE program is divided into two levels. The levels are equivalent roughly to: Level I -- Grades 0-4, and Level II -- Grades 5-8.

The time allotted to complete the program at each level is 150 hours; however, this time is not obligatory; the student may progress as rapidly as his ability and motivation prescribe.

Curriculum Principles

The educationally disadvantaged adults of the State will be provided a basic education of speaking, reading, writing, and arithmetic that is sufficient to permit effective communications and computation in today's competitive society. Considered essential for the curriculum is the necessity to provide activities designed to alter attitudes, elevate self-concepts, and establish feelings of security.

The curriculum will take students where they are educationally and encourage and guide them to their goals and to the goals of the ABE program. As individuals, parents, consumers, citizens, and workers, the ABE students will be provided those educational experiences that most effectively contribute to their social, moral, and ethical growth. Guidance and Counseling services also will be provided to assist the students.

State Administration

The program shall provide a state staff sufficiently adequate to administer, supervise, and evaluate local ABE programs, services, and activities to meet actual or anticipated opportunities, needs, interests, and abilities of students.

The State Board of Education shall be responsible for the administration, distribution, and supervision of funds. Proper and adequate records and reports consistent with sound administrative practice shall be maintained.

Local Administration

The ABE programs shall be conducted at the local level with the assistance of the State staff. Effective and economical administration and supervision by the local educational agencies shall be assured by the State program.

Arrangements are to be made for local administration by the local board of education and the superintendent, and for local supervision by someone approved by the local superintendent.

Instructional Staff

A well-qualified instructional staff shall be utilized to conduct instructional activities. Efforts to secure the staff shall be directed toward obtaining those persons possessing the philosophy, qualities, and training best suited for working with ABE adults. To assist the teachers, teacher-aides may be made available at the option of the local superintendent.

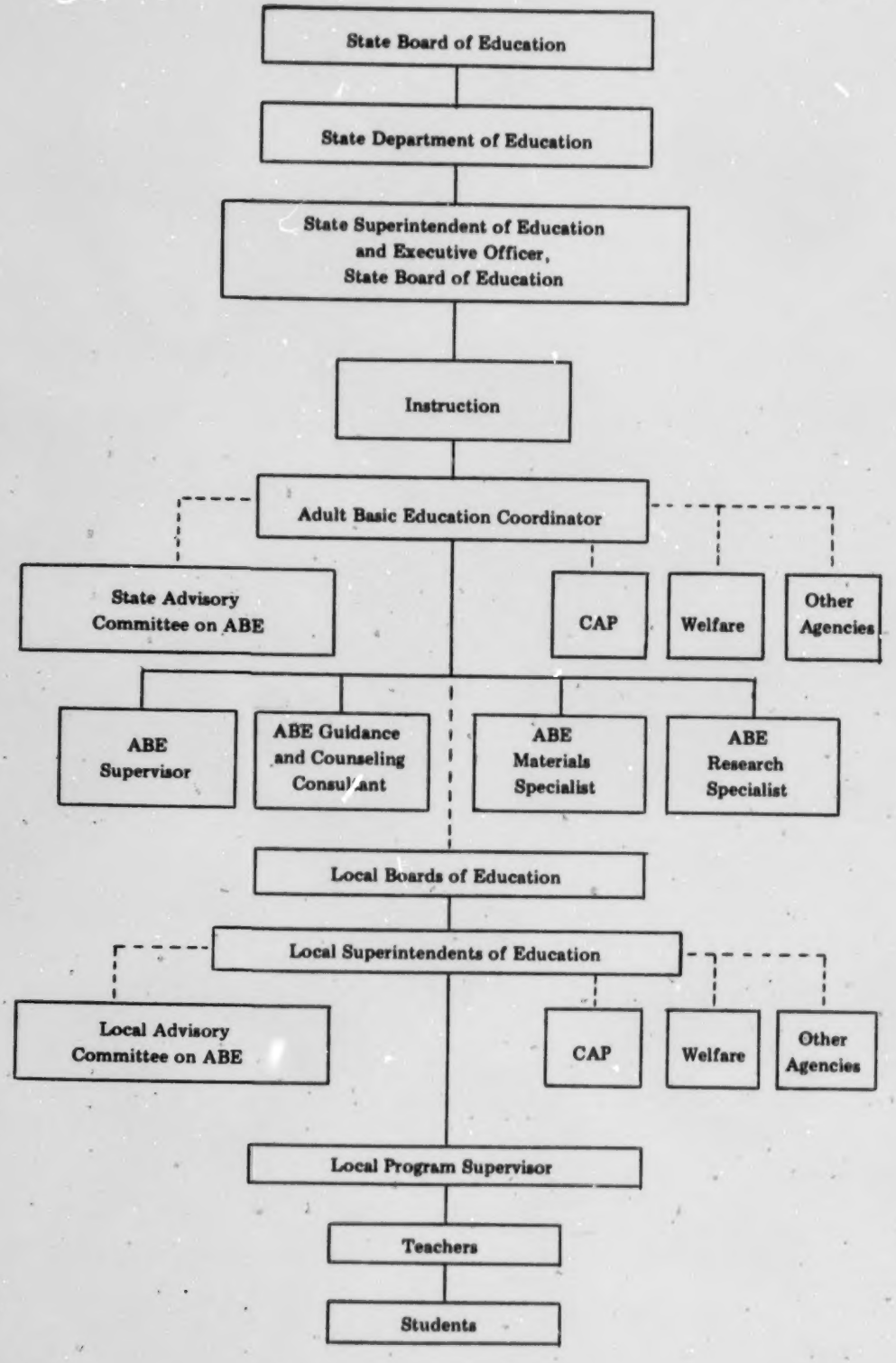
The instructional staff must meet these requirements: (State Plan, 1967, p. 7) Teachers shall meet at least one of the following conditions:

1. Possess or be able to secure an Alabama teacher's certificate.
2. Have completed a training course in a method of literacy training.
3. Have experience as a teacher of illiterates.

Advisory Committees

The program is to form and utilize a state advisory committee and to ensure the same of local programs. The State ABE Coordinator will serve as chairman of the State committee. The organizational chart depicting the relationship of ABE to the total educational structure is illustrated in Figure IV.

FIGURE IV
ORGANIZATIONAL CHART
STATE DEPARTMENT OF EDUCATION



Program Standards Established By A Panel of Adult Educators

Continually keeping the rationale in focus, the Panel of Adult Educators responded to an Opinionnaire that was designed to establish a definite, attainable criteria of performance in the six major components of the Adult Basic Education Program of the State of Alabama. A summary results of the Adult Educators' Opinionnaire will be presented in narrative and table form as follows:

Evaluator's Note:

The statistical results derived in this study were obtained through the Madison Academic Computing Center Program Crostab 2. The utilization of the arithmetic mean, the percentages of responses, and analysis of the frequency histogram for each variable formed the basis for the data presented in this evaluation study.

GOAL SETTING

Goals of Adult Basic Education Instruction

There are many possible goals that an ABE program might help adults to achieve. In order of importance as determined by a cross section of adult educators, the following goals of instruction were established:

MEAN	GOALS (Most Important 1 - 2 - 3 - 4 - 5 - 6 Less Important)
1.93	1. Increased ability to cope with adult-life roles and problems.
2.19	2. Increased self-confidence of students.
3.07	3. Prepare students to meet special short-term goals (e.g., complete job applications, job interviews).
3.81	4. Increased competency in language skills.
4.30	5. Completion of the eighth grade equivalency.
4.44	6. Preparation for high school equivalency exams.

RECRUITMENT

The two most effective methods of recruiting for each of the following target populations are indicated by a (1) for the most effective method and a (2) for the second most effective method.

	Door to Door	Mass Media	Agency Referral	Business/ Industry	Word of Mouth
A. Young Adults		1			2
B. Non-English Speaking			1		2
C. Blacks	1				2
D. Males				1	2
E. Unemployed	2		1		
F. Least Literate	1				2

Recruitment Messages

In their order of importance, the main messages that seem to be most effective in ABE recruitment efforts are:

MEAN	MESSAGES (Greater 1 - 2 - 3 - 4 Lesser)
1.48	1. Open the door to a job or obtain a better job.
2.11	2. Preparation for GED
3.07	3. Emphasis on specific areas of self-improvement, e.g., math, grammar.
3.37	4. Emphasis on general self-improvement in basic skills.

STAFF IMPROVEMENT

According to seventy-four percent of the respondents, the ABE supervisor must be very familiar with course content, methodology and materials for adult instruction in order to perform efficiently in ABE supervision.

The supervisor working cooperatively with the teacher and adult learner should be responsible for evaluating the adequacy of the local ABE program of studies.

There should be at least one supervisory visit per month and the visit should be for at least thirty minutes in duration.

The part-time ABE teacher should not teach more than two nights per week and the optimum instructional time per night is two hours. The minimum number of semester hours of college credit in adult education courses should be six. An overwhelming majority of the respondents think that every ABE teacher should have at least three hours in Guidance

and Counseling. The hourly rate of compensation for beginning ABE teachers should be a minimum of $5.00 per hour and a maximum of $7.00 per hour.

As expressed by three-fourths of the respondents, there is a great to very great need for teacher-aides in the ABE program.

ABE teacher-made materials can be more effectively utilized in the adult learning process than commercial kits or programmed materials.

Seventy-four percent of the group surveyed felt that there was a great to very great need for some form of lesson plans to guide the adult learning process.

IN-SERVICE EDUCATION

The current priorities for In-Service needs existing in the State ABE Program have been divided into two categories based on the mean score for each area.

Category A - High Priority (Mean Score 5.5+)

Category B - Medium Priority (Mean Score 4.0 - 5.4)

CATEGORY A

Mean	In-Service Areas	(Low 1 - 2 - 3 - 4 - 5 - 6 - 7 High)
6.1	1. Differences in teaching adults and children.	
6.1	2. Student recruitment and retention.	
5.9	3. Methods of instruction: selecting, adapting, and using.	
	4. ABE program orientation: objectives, procedures, current developments, plans, reports.	
5.7	5. Diagnosis of student needs, testing and evaluating achievement; student program participation.	
5.6	6. Instructional materials and aids: selecting, adapting, and using.	

CATEGORY B

Mean	In-Service Areas	(Low 1 - 2 - 3 - 4 - 5 - 6 - 7 High)
5.3	7. Understanding the student population, culture of poverty, ethnic group differences.	
5.0	8. Course organization: content selection, scheduling and sequencing topics, making lesson plans.	
4.5	9. Counseling students in academic or personal matters.	
4.3	10. Working with aides and volunteers.	

INSTRUCTIONAL IMPROVEMENT

As a result of the Adult Basic Education Opinionnaire administered to a representative group of adult educators across the State of Alabama and the Southeastern section of the Nation, the following three major categories of ABE objectives have been established based on the mean score for each objective.

Category A - Very High Priority (Mean Score 4.30+)

Category B - High Priority (Mean Score 3.85 - 4.29)

Category C - Low/Moderate Priority (Mean Score 2.00 - 3.84)

CATEGORY A

Mean	ABE Objective	Not Recommended 1	Low 2	Moderate 3	High 4	Very High 5
4.48	1. Reading Comprehension					
4.48	2. Develop good work habits					
4.44	3. Locating information					
4.44	4. Increase pride in workmanship regardless of the nature of the work					
4.40	5. Recognize the need for loyalty, honesty, and integrity in employment					
4.40	6. Know the basic principles of job application and interviewing					
4.37	7. Word recognition					
4.33	8. Apply arithmetic to ordinary daily activities					
4.33	9. Know how to locate job opportunities commensurate with ability					
4.33	10. Understand how they can improve and protect the health of the family					

CATEGORY B

Mean	ABE Objective	Not Recommended 1	Low 2	Moderate 3	High 4	Very High 5
4.29	11. Acquire and improve the skills of addition, subtraction, multiplication, and division					
4.29	12. Read and understand labels, recipes, signs, newspapers, and simple directions					
4.29	13. Develop the skills, attitudes and knowledge required for existing or emerging jobs					
4.25	14. Reading vocabulary					
4.22	15. Reading to increase knowledge					
4.14	16. Realize the importance of and ways of budgeting income					
4.14	17. Understand the health service available from governmental and non-governmental agencies					
4.11	18. Increase motivation for job promotions or better jobs					
4.11	19. Understand credit costs and interest rates					

CATEGORY B Continued

Mean	ABE Objective
4.11	20. Understand the responsibilities which accompany the rights of a citizen
4.07	21. Listening
3.96	22. Understand employer reasons for refusing to hire or for discharging workers
3.96	23. Develop critical thinking
3.88	24. Develop understanding of fractions, decimals, percent, and percentage
3.88	25. Word usage
3.85	26. Speaking

CATEGORY C

Mean	ABE Objective	Not Recommended 1	Low 2	Moderate 3	High 4	Very High 5
3.81	27. Realize that earning a living is characteristic of a good citizen					
3.74	28. Vote more intelligently					
3.74	29. Recreational reading					
3.62	30. Better use of leisure time					
3.59	31. Better understand the different levels of democratic systems of government and the functions of each					
3.55	32. Written composition					
3.51	33. Enunciation and pronunciation					
3.48	34. Learn and comprehend the elements of science which will enable them to better understand and join in the life of their community and nation					
2.92	3.5 Penmanship					

The Adult Basic Education Subject Areas ranked in order of importance.

MEAN	SUBJECT AREAS	Little or No Emphasis 1	2	3	4	5	6	Great Emphasis 7
6.4	1. Reading, language skills							
6.1	2. Consumer education							
6.0	3. Coping (how to apply for a job, obtain legal assistance, deal with landlords)							
6.0	4. Arithmetic							
5.4	5. Health education							
4.4	6. Social studies, civics							
3.4	7. Ethnic or racial heritage							

ABE methods of instruction ranked in order of emphasis that should be considered in teaching adult learners.

MEAN	METHODS OF INSTRUCTION	Little or No Emphasis 1 2 3 4 5	Great Emphasis 6 7
6.0	1. Group students with similar problems or interests together		
5.9	2. Make individual reading, writing, or math assignments		
5.5	3. Personally tutor individual students		
3.3	4. Use programmed materials		

Types of Adult Learner Participation Ranked In Order of Appropriateness For Adult Instruction

MEAN	TYPES OF ADULT LEARNER PARTICIPATION	Little or No Emphasis 1 2 3 4 5	Great Emphasis 6 7
6.1	1. Learners ask questions		
5.9	2. Real or simulated learning situations (e.g., case studies, role playing, field visits)		
5.9	3. Small groups engage in problem-solving		
5.8	4. Planning or evaluating this educational program		
5.7	5. Pairs or small groups of learners practice skills together		
5.7	6. Small groups engage in discussion		
5.6	7. Whole class participates in discussion		
3.2	8. Learner recites		

Placement, Progress and Promotion of the Adult Learner

The placement, progress and promotion of the ABE learner should be determined in cooperative consultation between the ABE teacher and the adult learner.

A limited use of teacher-made and standardized tests could precede the adult learner/ABE teacher conferences. The initial assessment of the instructional levels of the ABE learner should be handled by the teacher.

The counseling and testing services provided for ABE learners should be in the following areas: vocational, education, and personal.

Expected Progress In Adult Learners

The ABE teacher can generally expect the following gain in grade level in an adult learner for every one hundred (100) hours of instruction.

	MATH (Gain in Grade Levels)	READING (Gain in Grade Levels)
A. Level I	.7	.8
B. Level II	1.0	1.0
C. GED	1.4	1.5

COOPERATION

No definite pattern of coordination and cooperative action with other agencies has yet arisen that is applicable across the Country, and it is likely developments in this area will be quite slow. However, where an effective union or cooperative action does take place, it will have the potential to release a great educational force. It is generally accepted that the problems encountered by ABE programs on a local level necessitate the need for linking with any available service agency within the area.

One of the major problems of ABE is the recruitment of Level I learners. This is a definite area of the program where a cooperative effort with other agencies is necessary.

There are varied services needed by undereducated adults, e.g., medical examinations, corrective vision, employment counseling, etc. The solutions to many of these problems are inherent in a cooperative effort at the local ABE level.

CHAPTER III

DESCRIPTIVE DATA - OBSERVATIONS OF CURRENT PRACTICE

Rationale

Through the administration of questionnaires to ABE supervisors, teachers, learners, and cooperating agencies, descriptive data of the current practices in adult basic education in Alabama has been compiled. In addition, interviews with administrators and personnel from the State Department of Education were utilized in collecting pertinent data for the evaluation.

The data presented in this chapter will describe the current operating practices, attitudes, and opinions of ABE supervisors, teachers, learners, and cooperating agencies.

A comparative analysis of the current ABE program in relation to the ideal, functional standards established in Chapter II will result in the recommendations that will be discussed for improving the Adult Basic Education Program in the next chapter. The following data is a reflection of the current practices in the Alabama ABE Program.

GOAL SETTING

(Greater Emphasis 1 2 3 4 5 6 7 Lesser Emphasis)

SUPERVISOR'S RESPONSE		ABE TEACHER'S RESPONSE	
Mean	Goals	Mean	Goals
2.9	Preparation for high school equivalency.	1.9	Increased self-confidence of students.
3.3	Increased self-confidence of students.	2.4	Increased ability to cope with adult life roles and problems.
3.3	Increased competency in language skills.	2.4	Preparation for high school equivalency.
3.4	Completion of 8th grade equivalency.	2.6	Increased competency in language skills.
3.8	Increased ability to cope with adult-life roles and problems.	2.8	Prepare students to meet special short-term goals.
5.7	Prepare students to meet special short-term goals (e.g., complete job application).	3.4	Completion of 8th grade equivalency.

Approximate Gain In Grade Level

Based on the experiences of the ABE supervisors and teachers, for a typical adult learner following 100 hours of instruction, the following gain in grade level can be expected to occur.

SUPERVISOR'S RESPONSE		ABE TEACHER'S RESPONSE	
Level I		Level I	
Math: .67 grade	Reading: .75 grade	Math: .24 grade	Reading: .24 grade
Level II		Level II	
Math: .76 grade	Reading: .90 grade	Math: .28 grade	Reading: .29 grade
GED		GED	
Math: .90 grade	Reading: 1.12 grades	Math: .26 grade	Reading: .26 grade

RECRUITMENT

The ABE Supervisors indicated that:

1. Public schools are the most effective agencies in recruiting adult learners into the ABE program.
2. The next most effective means of recruitment are the welfare agencies.
3. The third most effective recruitment measure is the utilization of ministers and religious groups in a cooperative effort.
4. Business/industry contributes the next most effective recruitment efforts.

5. Employment agencies, civic groups, rehabilitation and public health agencies also contribute in a lesser way to the recruitment effort.

Forty-one percent of the local ABE supervisors were either unaware of any local anti-poverty programs or had little cooperation between the ABE program and local community agencies that could contribute to the recruitment efforts.

Thirty-five percent of the supervisors responded that they had "some" cooperation with local community action programs. Twelve percent of the respondents indicated that they had a "great" amount of cooperation with local community groups in the recruitment process.

Ranking of The Most Effective Medium in Recruiting ABE Learners

Uncertain 1	Not Used 2	Very Little 3	Little 4	Moderate 5	Great 6	Very Great 7

Mean Score	
5.10	Newspaper
4.97	Radio
4.85	Personal Conferences
4.33	Church
3.94	Community Agencies
3.74	Civic Organizations
3.73	Hand bills

Forty-eight percent of our local ABE programs do not have any aides. Forty percent of the supervisors feel that the aides are capable of performing their duties and forty-six percent of the respondents expressed a "moderate" to "very much" contribution to the instructional program by the aides.

The ABE supervisors indicated that the State Department of Education ABE Consultants were helping "moderately" with ABE materials and program planning but "little" with teaching methods, problems, recruitment and dropouts.

The supervisors did not express a great interest in attending adult education classes designed for upgrading the adult program. The most interest by supervisors was in summer institutes for training purposes.

Seventy-four percent of the ABE supervisors visit their classes two or more times per month with forty-one percent of the visits thirty minutes and longer.

STAFF IMPROVEMENT

ABE Supervisors' Responses

The supervisors indicated that there was strong support for ABE by their superintendents. However, the supervisors felt that the superintendents were only moderately strong in their knowledge and acceptance of ABE as an integral part of the total educational program.

Forty-two percent of the ABE supervisors have no college credit in adult education. Twenty percent of the supervisors have twelve plus credit hours in Adult Education courses.

One-third of the supervisors were uncertain about the time officially designated for supervising ABE activities. Seventy-three percent indicated one-fourth of their time or less was officially assigned to supervise ABE.

Only seven percent of the ABE supervisors indicated that they were not informed or very little informed on recent curriculum movements, new directions, and new developments in ABE.

One-third of the respondents felt that there was little to no need for certified guidance counselors for ABE students.

Ninety-one percent of the supervisors felt that their ABE teachers were from "moderately" to "very well" qualified to counsel their adult learners.

ABE Teachers' Responses

Eighty-one percent of the ABE teachers expressed a very satisfactory relationship with other teachers. Sixty-eight percent of the teachers expressed a very satisfactory relationship with their supervisor.

One-fifth of the ABE teachers indicated that they were moderately committed to the goals of the ABE program. Seventy-eight percent expressed a high commitment.

IN - SERVICE EDUCATION

Supervisors' Responses

(Greater Need 1 2 3 4 5 6 7 Lesser Need)

MEAN	IN - SERVICE TOPICS
2.85	Working with aides and volunteers
3.05	Course organization: content selection, scheduling and sequencing topics, making lesson plans
3.08	Counseling students in academic or personal matters
3.24	Understanding the student population, culture or poverty, ethic group differences
3.29	ABE program orientation: objectives, procedures, current developments, plans, reports
3.39	Methods of instruction: selecting, adopting, and using
3.41	Student recruitment and retention
3.55	Instructional materials and aids: selecting, adopting, and using
3.57	Diagnosis of student needs, testing and evaluating achievement, student program prescription

Teachers' Responses

The ABE teachers indicated that they participated in about 2.1 days of organized in-service activities the past year.

Concerning pre-service and in-service training for aides or volunteers, sixty-seven percent of the ABE teachers felt that aides and volunteers should receive formal training. Sixty-three percent of the teachers indicated that ABE teachers should attend these training sessions for aides and volunteers.

INSTRUCTIONAL IMPROVEMENT

The current emphases are placed on ABE subject areas as expressed by local ABE supervisors and teachers within their present adult situation.

(Little Emphasis 1 2 3 4 5 6 7 Great Emphasis)

SUPERVISORS' RESPONSES		TEACHERS' RESPONSES	
Mean	Subject	Mean	Subject
6.0	Reading	5.6	Reading
5.8	Arithmetic	5.4	Arithmetic
4.6	Coping (how to apply for a job, etc.)	3.6	Consumer Education
4.5	Consumer Education	3.3	Social Studies
4.3	Health Education	3.2	Coping (how to apply for a job, etc.)

Methods of Instruction

The ABE supervisors feel that the most effective instructional method is the personal tutoring of the individual learner. The next most effective method is to group adult learners with similar problems or interests together. In the opinion of the ABE supervisors, the use of programmed materials was not highly encouraged.

The ABE teachers expressed the same general pattern of thinking as presented above. The teachers indicated that open discussion was used

often as an instructional technique. Role playing was very seldom utilized in an instructional setting. Demonstrations, panel discussions and field trips were not used frequently.

ABE Teachers
Actual Proportion of Class Time

Teach Class as a Whole	Teach Adult Learners in Groups	Teach Learners Individually
42.1%	22.4%	35.5%

Ten General Suggestions
by ABE Teachers to Improve Instruction

1. More materials designed for adults that are functioning in Level I.
2. Increase utilization of audio-visual materials in the instructional process.
3. Additonal aides to assist with instructions.
4. Utilize more resource people in the ABE instructional process.
5. Allow students to take a more active role in setting goals.
6. More teacher involvement in selecting the materials to be used in the ABE instructional process.
7. Permanent location for ABE materials and equipment to be stored.
8. More social outings by the adult learners.
9. Better coordination and planning among supervisors and teachers so that materials can be better utilized.
10. Instructional program more adaptive to the functional needs of the adult learner.

Learner Participation

The supervisors indicated that the greatest degree of learner participation was in the areas of planning or evaluating the educational program, small groups engaging in discussion, and problem-solving situations.

The ABE teachers felt that the greatest degree of learner participation was in learners asking questions, pairs or small groups of learners practicing skills together, and whole class participating in discussion.

Seventy-three percent of the ABE teachers indicated that on a given class meeting date there is less than one-fourth of their learners absent from class.

On an average monthly basis, the ABE teacher will talk to 7.75 adult learners about their personal or vocational problems.

The ABE teachers responding to the survey indicated that in actual practice, helping adult learners with personal and vocational problems was very important to their role as an ABE teacher.

Adult Learner Response to the Instructional Program

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5

The adult learners expressed that they:

STRONGLY AGREE	Mean Score
My teacher is cheerful and enthusiastic.	1.3
My teacher has enough patience to work with adults.	1.4
My teacher makes the classroom a friendly place in which to work	1.4
My teacher speaks clearly, distinctly and loudly enough.	1.4
My teacher readily helps me with my lessons when I need help.	1.5
My teacher's explanations are clear.	1.5
The ABE program allows me to learn at my own rate of speed.	1.5
This building is a good location for ABE classes.	1.5
AGREE	
The ABE program has helped me to improve my arithmetic skills.	1.6
Experiences in ABE classes are helping me to reach the goals I had in mind when I enrolled.	1.7
The books I have for study are interesting and suitable for adults.	1.7
Experiences in the ABE classes have increased my ability to talk with others.	1.7
The ABE program furnishes me plenty of learning materials to help in my studies.	1.8
My desk is large enough for my comfort.	1.8
The temperature in my classroom is comfortable in the fall and winter.	1.8

The ABE Program has helped me to read and understand directions, labels, recipes, signs, newspapers, and magazines.	1.8
The arithmetic which I have learned in ABE classes has helped me in shopping and in spending money.	1.8
The experiences of ABE classes have helped me to better understand and join in the life of my community.	1.9
The experiences of the ABE classes help me in my job.	1.9
My teacher uses several different ways of teaching my class.	1.9
The ABE Program has shown me how I can improve and protect the health of myself and my family.	1.9
Experiences in ABE classes have helped me to manage my money more wisely.	1.9
The ABE Program has made me aware of new kinds of jobs and the qualifications needed to work in these jobs.	1.9
Experiences in the ABE classes have helped me to learn how to budget my money.	2.0
The ABE Program has helped me to understand credit costs and interest rates.	2.0
Experiences in ABE classes have helped me to become familiar with the kinds of tests used by employers.	2.0
The ABE Program provides plenty of opportunities for me to talk with my counselor or teacher about personal problems which I think keep me from learning at my best.	2.4

UNDECIDED

My teacher should provide more opportunities for me to talk with her about my progress.	3.5
My teacher should talk more often with me about my job and educational goals.	3.3

DISAGREE

My teacher has some habits which interfere with my learning.	4.1
There is too much time spent on social activities such as coffee time.	4.3
My teacher sometimes embarrasses learners when they make mistakes.	4.4

Supervisor's Rating of the ABE Teacher

Summary Results:

A. Overall performance of ABE teachers

All things considered, how would you rate the overall performance of the following ABE teachers randomly selected from ABE Form 6, State Department of Education, Adult Basic Education Section?

Poor - 0% Fair - 5% Good - 21% Very Good - 45% Excellent - 27%

B. Professional background

Elementary Education (K-6)	41%
Secondary Education (7-12)	39%
Other Education Speciality	13%
Other background	7%

C. Ethnicity

White	51%
Black	49%

D. Sex

Female	68%
Male	32%

E. Age

Under 35	20%
36 - 49	47%
50 or older	31%

F. Years of ABE teaching experience

One year or less	9%
Two years	17%
Three years	17%
Four years	15%
Five years	9%
Six or more years	31%

Local ABE Supervisors' Evaluation

Summary Results:

1. Teachers vary considerably in the extent to which they plan in detail for learning activities. Some teachers plan every step of the lesson in advance. Others sketch out the major objectives. Still others seem to make no advance plans. To what extent did this class's learning activities seem to be planned in advance?

Seemed Not to be Planned at all				Major Objectives Seemed to be Planned but not Details			Every step Seemed to be Laid Out in Advance	Mean Score
1	2	3	4	5	6	7		5.0
				*				

2. Some classrooms appear to be open and free. Others are mor controlled and regulated. Learners may participate spontaneously, or only when the teacher clearly expects them to do so. How would you rate this class?

Controlled: Students Participated Only When Clearly Expected or Required					Open: Students Talked Spontaneously to Teacher and Among Themselves		Mean Score
1	2	3	4	5	* 6	7	5.6

* Indication of Mean Score

3. Adult learners in classroom situations may become anxious and uncomfortable. One reason is that they may need help in their learning activities but are reluctant to ask for it. The kinds of help they might profitably use ranges from clarification of instruction to the detailed explanation of a point, to outright help in solving a problem. How attentive did the teacher seem to be to the adults' learning needs?

Completely Inattentive to Students' Needs for Help in Learning Activities					Very Attentive to Students' Needs for Help in Learning Activities		Mean Score
1	2	3	4	5	6 ★	7	6.0

4. Learners may become uninterested in what goes on in the class unless their interests and feelings are met. Learners' interests may be accommodated by tailoring course content to specific needs or by the manner of presentation of more traditional content, e.g., through examples, references to everyday life. How much effort did the teacher put forth to accommodate students' feelings and interests?

Made No Attempt to Accomodate Students' Interests and Feelings					Continually Attempted to Meet Students' interests and feelings		Mean Score
1	2	3	4	5	★ 6	7	5.9

5. Some students are naturally enthusiastic while others need to be aroused to participate in learning activities. To what extent did the teacher evoke participation in learning activities intended for the class as a whole?

Teacher Did Not Seem Able to Evoke any Participation from Students					Teacher Evoked Enthusiastic Participation from Students		Mean Score
1	2	3	4	5	★ 6	7	5.6

6. Because the subject matter of ABE classes is so similar to elementary and secondary school, there may be some tendency for ABE classes to be conducted like elementary or secondary school classes. To what extent did the teacher treat students as adults as opposed to treating them as children or adolescents?

Clearly Treated Students as if they were in an Elementary or Secondarly School Class					Clearly Treated Students as Adults		Mean Score
1	2	3	4	5	6 ★	7	6.0

7. Overall, how formally was the class conducted? Did the teacher refer to students as Mr., Mrs., Miss? To what extent did the teacher act in a reserved, official manner, and expect the class to show deference?

Teacher conducted Class Very Informally					Teacher Conducted Class Very Formally		Mean Score
1	2	3 ★	4	5	6	7	3.2

8. When it was appropriate, how frequently did the teacher make encouraging remarks to learners or act in some other positively reinforcing way to learners?

Never Gave Positive Positive Reinforcement					At Every Opportunity, Gave Positive Reinforcement		Mean Score
1	2	3	4	5	★ 6	7	5.8

9. During the class sessions, as adult learners recite or talk, they may give wrong answers or show that they misunderstand, etc. The fear of failure in ABE students tends to be great. How did the teacher handle such situations? To what extent did the teacher attempt to minimize a sense of failure in the students?

Made Evaluations of Student's Performance so as to Heighten his Sense of Failure					Made Evaluations of Student's Performance so as to Minimize his sense of Failure		Mean Score
1	2	3	4	5	★ 6	7	5.7

Suggestions by ABE Teachers for Improving the Instructional Program

Direct Quotes:

"Administrative cooperation is excellent, but I am frustrated by trying to meet the needs of an extremely diverse group: 5 foreign-born, 10 native with reading skills ranging from pre-primer to high third grade level; oral communication ability from unintelligible to satisfactory; writing ability from non-existent to fair; math skills from about third grade level to ninth."

"There is a need for more materials designed especially for adults with less emphasis upon the purely scholastic approach."

"There should be more coordination and planning among teachers, learning lab personnel, and supervisors so that materials and time can be used wisely."

"More competent director."

"To have a fixed location where ABE equipment and supplies could be left - a permanent meeting place that would eliminate moving in and out every class meeting."

"More materials selected by the individual teacher."

"There is a need for a better way of securing working materials."

"More advice and techniques rendered from the supervisory level."

"We could have more social get togethers."

"Make the instructional program more adaptive to the everyday needs of the students."

"Need some equipment such as typewriters."

"Teaching adults has to be individual."

"Have no materials provided to work with, need desperately."

"Stop wasting funds on such needless things as inadequate and uncommited aides, work texts prepared by teacher which gather dust, incompetent state officials -- spend money and time on the adult learner and his needs."

"We need materials badly; such as, textbooks and supplies."

"We need more structure."

"More material related to ethinic culture."

COOPERATING AGENCIES

There were twenty-one different kinds of support groups responding to the Cooperating Agency Questionnaire.

List of Different Kinds of Support Agencies Cooperating with the Alabama ABE Program

1. Technical Colleges
2. Special Technical Facilities (handicapped adults)
3. State Rehabilitation Agency
4. Utilities
5. Community College Learning Center
6. Community Centers
7. Religious groups
8. United Appeal
9. Day Care Center
10. Pensions and Security Department
11. Head Start Programs
12. Civic Clubs
13. Industries
14. State Employment Service
15. Jails
16. PTA Organizations
17. Federal Projects, e.g., ARISE
18. Neighborhood Youth Corp
19. Regional Education Service Agencies
20. Businesses
21. Community Service Agencies

The respondents clearly revealed that the ABE Classes in Alabama are cooperating with a cross section of support organizations. It was the belief of seventy-nine percent of the respondents that the ABE Program is the best available program providing basic education in their community.

The respondents from the cooperating agencies, including the adults from their organization who participated in the ABE Program, indicated that they were "very satisfied" with the effectiveness of the ABE Program.

There was a clear indication that the ABE Program had contributed to upgrading employee skills, increasing moral and building an esprit de corps among clients and/or employees, and assisting many adults in receiving job promotions.

The respondents revealed that twenty-one percent of the agencies responding offered employees released time from work with pay to attend ABE classes.

Determination of Need for ABE

How did your organization determine that it needed ABE classes?

RANK ORDER PRIORITY

1. An investigation of employee or membership records indicated a large number of under-educated adults.
2. My organization's employees, membership, or clients requested ABE classes.
3. My organization felt a need to upgrade employee skills.
4. My organization had not considered ABE, but the ABE director or his representative convinced us that it was a good idea.

CHAPTER IV

JUDGMENT - THE EXTENT TO WHICH THE STANDARDS HAVE BEEN REACHED

Summary

The purpose of this evaluation is to determine the strengths and weaknesses of the total Alabama Adult Basic Education Program.

This evaluation report is designed to stimulate growth and improvement in the total ABE program. Whatever other positive purposes exist are only facets of the all inclusive effort to assess present conditions as a basis for achieving better ones.

The data contained in this report were obtained from interviews with State ABE Administrative Staff; related State Department of Education personnel; and local ABE supervisors, teachers, and adult learners.

Questionnaires were sent to a panel of Adult Educators from Alabama and across the Southeast; cooperating support agencies; and ABE supervisors, teachers, and adult learners.

Relevant literature was used in the formulation of the theoretical framework for the evaluation design.

The implications drawn from this study will reflect both positive and negative aspects of the current ABE program.

Recommendations will be cited for the consideration of those in decision making positions in the ABE program.

IMPLICATIONS:

GOAL SETTING

There is a diverse difference in the opinions of the ABE supervisors and teachers in their perception of the goals of ABE.

There exist an extreme discrepancy in the opinions of ABE local supervisors and teachers in the expected gain in grade level in math and reading after 100 hours of instruction.

Teachers appear more concerned about the affective areas of the curriculum than supervisors.

There were no clear indications that supervisors were engaged in any long-range plans for improving the local ABE program. It was quite evident that supervisors place a more definite emphasis on the need for more GED classes in Adult Basic Education.

RECRUITMENT

The major task of recruiting ABE learners seems to fall solely upon the local supervisor. There was a clear indication that a majority of the local supervisors were not utilizing support agencies within the community to their fullest extent in recruiting.

The newspaper and radio are the two major methods of recruiting ABE learners in the State of Alabama.

All other methods of recruitment such as door to door, agency referral, and using volunteers, are used only "moderately," "little," or "very little."

STAFF IMPROVEMENT

The ABE program is not recognized as an integral part of the total educational program by all local educational administrators.

There seems to be no genuine desire by the local supervisors to engage in any formal training that would lead to staff improvement in their ABE program.

There is a clear indication of a deficiency of teacher skills in the area of determining goals (immediate and long-range) of the adults and adapting a functional program of instruction to the specific goals of the adult learner.

There seems to be a very satisfactory relationship between teachers but the relationship between teachers and supervisors did not manifest itself with the same degree of positivity.

IN-SERVICE EDUCATION

The need for in-service training in all major areas is relatively great. Due to the small number of counselors in the ABE program, a definite need to orientate existing ABE personnel in the area of counseling is clearly indicated.

INSTRUCTIONAL IMPROVEMENT

There is a consensus of thought of supervisors and teachers on the two major subject areas that are being emphasized in the ABE program, namely math and reading, but this is not altogether consistent with the goals that are receiving major emphasis.

The use of programmed materials was not highly encouraged by supervisors.

There seem to be a high degree of learner involvement in the instructional process and a strong positive attitude by the adult learner toward the ABE teacher.

Teachers indicated that the individualized approach was the best method of instruction for adults, but only 35.5% of the actual class time is used in teaching adult learners individually.

One-third of the ABE teachers have been teaching in the program six years or longer. This nucleus of adult teachers has been involved in the program almost from its inception; therefore, contributing stability to the total program.

The supervisors rated the overall performance of the ABE teachers relatively high. The mean scores in almost every category were indicative of good adult education teaching. There was generally an open atmosphere for learning - no indication of rigid, controlled situations.

There were clear indications that to a great extent the ABE teachers and adult learners were exhibiting a high degree of communication.

COOPERATION

An overwhelming percentage of cooperating agency respondents firmly believe that the local ABE program is the best available program providing basic skills in their community.

There was much evidence to indicate that the ABE classes could help business and industry in upgrading the proficiency of their employees, and they felt the optimum approach of upgrading this proficiency is through released time from the job.

RECOMMENDATIONS:

- A general, long-range plan that would project some direction for meeting the educational needs of adults for the last quarter of this century should be developed.

- State Board of Education should take formal action to mandate through Board resolution adult education as an integral part of the formal educational system and that local boards of education should be strongly encouraged to develop viable adult education programs that are designed to meet the needs of all adults.

- A task force of adult educators from Alabama and representatives from different regions of the Country should be carefully selected to study the broad area of personnel certification and to establish a long-range plan of action in this vital area.

- An indepth analysis of the problems faced by part-time local supervisors for the purpose of determining possible solutions to these problems should be implemented.

- A liaison section that will designate an existing, or potential, staff member, whose primary responsibility would be the implementation of a state-wide adult education public relations plan should be developed within the State ABE office.

  The design of this plan should incorporate those facets necessary to include all segments of society - National, State, district, county and local community levels.

  For example, key, interested people that would actively work as volunteers in promoting the adult education programs should be identified.

- Because of the wide discrepency in thinking between ABE supervisors and teachers in the expectation of grade progress in reading and math after 100 hours of instruction, specific research to determine a more valid estimate of the expected grade progress of adult learners should be conducted.

- A valid comprehensive follow-up evaluation plan of former adult learners that would continually furnish feedback data for an on-going assessment of the strengths and weaknesses of the adult program should be developed. This data would offer a validation of progress that has occurred with each adult learner after exiting the adult education program.

- A standardized personal data sheet that would furnish relevant information about each adult that enrolls in adult education in Alabama should be created.

- More emphasis should be exerted in the area of identifying and utilizing paraprofessional personnel in the ABE program.

- An adult education state-wide needs analysis should be conducted and a list of priorities established. The results of that current study should be used in an aggressive appeal in the next biennial of the State legislature for more adequate funding in adult education.

- An indepth study at the highest professional level be performed on the history of adult education in the United States with specific emphasis placed on those facets of the discipline in greatest demand, i.e., Adult Basic Education.

APPENDICES

Appendix A

State Steering Committee On Evaluation of The Adult Basic Education Program

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Montgomery, Alabama

Marshall Morrison
Alabama State University
Montgomery, Alabama

Robert K. Leigh
College of Education
University of Alabama

Sam Hughston
Area Advisor
Jackson, Alabama

William Ross McQueen
Area Advisor
Wetumpka, Alabama

Beulah Glasgow
ABE Teacher
Heflin, Alabama

Patsy Wilson
ABE Teacher
Huntsville, Alabama

Rosa McCloud
Graduate Student
Clio, Alabama

Voncile Lackey
ABE Supervisor
Spanish Fort, Alabama

J.B. Wier
Supervisor
Carrollton, Alabama

Pearl Jackson
Supervisor
Moulton, Alabama

Richard Jennings
Chairman, Evaluation Committee
Tuscaloosa, Alabama

Anne C. Smith
Supervisor
Tallassee, Alabama

Thelma Richardson
Supervisor
Bessemer, Alabama

Fannye Mae Gray
ABE Teacher
Tuscaloosa, Alabama

James Jackson
Right to Read Teacher
Tuscaloosa, Alabama

Appendix B

Panel of Adult Educators

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Beulah Glasgow
ABE Teacher
Heflin, Alabama

Patsy Wilson
ABE Teacher
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Moulton, Alabama

Richard Jennings
Chairman, Evaluation Committee
Tuscaloosa, Alabama

Anne C. Smith
Supervisor
Tallassee, Alabama

Thelma Richardson
Supervisor
Bessemer, Alabama

Fannye Mae Gray
ABE Teacher
Tuscaloosa, Alabama

James Jackson
Right to Read Teacher
Tuscaloosa, Alabama

John Peters
Professor of Adult Education
University of Tennessee
Knoxville, Tennessee

Luther Black
Director of Adult Basic Education
Arkansas Department of Education
Education Building
Little Rock, Arkansas

J.K. (Ken) East
Director, Office of Adult Education
State Department of Education
Columbia, South Carolina

Don Deaman
Associate Professor
Texas A & M University
College Station, Texas

Harold R. Collins
Mobile County Board of Education
Superintendent
Mobile, Alabama

Earl C. Pippin
Executive Vice President
Alabama Consumer Finance Association
State Advisory Committee
Montgomery, Alabama

Tom Radney
State Advisory Committee
Alexander City, Alabama

George G. Eden, Superintendent
St. Clair County Board of Education
Ashville, Alabama

W.O. Chandler
State Advisory Committee
Moundville, Alabama

Roy Gilbert
Executive Vice President
Birmingham Trust National Bank
Birmingham, Alabama

C.C. Davis, Superintendent
Gadsden City Board of Education
Gadsden, Alabama

Edward T. Brown, Project Director
Adult Basic Education
Southern Regional Education Board
Atlanta, Georgia

A.B. Garmon
State Advisory Committee
Huntsville, Alabama

A.G. Gaston
State Advisory Committee
Birmingham, Alabama

Richard L. McBride
Superintendent
Tarrant City Board of Education
Tarrant, Alabama

Bobbie J. Beans
Supervisor
Marion, Alabama

Edna R. Smith
State Advisory Committee
Troy, Alabama

Ted Freeman
Senior Program Officer
HEW Area
Atlanta, Georgia

Harry Franks
Auburn University
Auburn, Alabama

B.W. Walden
ABE Education Specialist
Montgomery, Alabama

Leon Hornsby
Advisor
Montgomery, Alabama

Robert Carter
Assistant Superintendent
Birmingham, Alabama

APPENDIX C

EVALUATION INSTRUMENTS

Adult Basic Education Opinionnaire
Supervisor Questionnaire
Teacher Questionnaire
Teacher Rating Form
Adult Learner Questionnaire
Cooperating Agency Questionnaire

ADULT BASIC EDUCATION OPINIONNAIRE

Please indicate your desired response for each of the items in the instrument by placing an (x) on the proper blank or placing a circle around the proper response.

The purpose of the items on intended practice is to assist the respondent to describe what he is striving to accomplish within his present context and not to describe an unattainable ideal.

Recruitment

1. Listed at the left below are several groups that are often the focus of ABE recruitment efforts. Listed at the top are a number of recruitment methods. For each group listed, indicate by a checkmark in the appropriate space(s) in the row to the right, the one or two methods you currently feel is the most effective for recruiting persons in that group.

	Door To Door	Mass Media	Agency Referral	Business/ Industry	Word of Mouth	Other
A. Young adults						
B. Non-English speaking						
C. Blacks						
D. Males						
E. Unemployed						
F. Least literate						
g. Other_____						

2. What are the main messages that seem to actually get through to prospective ABE recruitment efforts? Rank the following responses with (1) being the greatest.

A. _____ Open the door to a job or obtain a better job.
B. _____ Preparation for GED
C. _____ Emphasis on general self improvement in basic skills
D. _____ Emphasis on specific areas of self-improvement, e.g., math, grammar.

Staff Improvement

3. For two-hour classes convening twice weekly, the average number and duration of class visitations per month by the Supervisor should be (please check only one item in each column):

Number of Visits
A. _____ 0
B. _____ 1
C. _____ 2
D. _____ 3

Duration of Visits
A. _____ 6-15 minutes
B. _____ 16-30 minutes
C. _____ 30+ minutes

4. As a part-time ABE teaching load for full-time public-school teachers, the number of nights per week and the hours per night recommended are:

Number of Nights per week		Hours per night	
A. _____	1	A. _____	1
B. _____	2	B. _____	2
C. _____	3	C. _____	3

5. The persons participating in evaluating the adequacy of the local ABE program of studies should be (check more than one if applicable):

A. _____ The Advisory Committee
B. _____ The Superintendent
C. _____ The local Supervisor
D. _____ The ABE Teachers
E. _____ The ABE Students
F. _____ Others

6. The need for the services of a certified Guidance Counselor for ABE students is:

A. _____ Not significant
B. _____ Little
C. _____ Moderate
D. _____ Great
E. _____ Very great

7. In regard to ABE Course content, methodology, and materials, the supervisor should be:

A. _____ Not familiar
B. _____ Slightly familiar
C. _____ Moderately familiar
D. _____ Very familiar

8. The minimum number of semester hours of college credit in Adult Education and in Guidance and Counseling for ABE teachers should be:

	None	3-5	6-10	11-15	16+
A. Adult Education	_____	_____	_____	_____	_____
B. Guidance and Counseling	_____	_____	_____	_____	_____

9. The importance of teacher-aides to assist ABE teachers is:

A. _____ Not significant
B. _____ Little
C. _____ Moderate
D. _____ Great
E. _____ Very great

10. The hourly rate of compensation for beginning ABE teachers should be:

A. _____ $5.01 - $6.00
B. _____ $6.01 - $7.00
C. _____ $7.01 - $8.00
D. _____ $8.01 +

In-Service Education

11. Listed below are 10 topics which are often the focus of in-service education activities. Please complete the column as follows: read through the list of topics and circle the correct priority for those which should be dealt with in any in-service education activities for staff members.

	Current Priority For In-Service Need (Low → High)
A. ABE program orientation: objectives, procedures, current developments, plans, reports	1 2 3 4 5 6 7

		Current Priority For In-Service Need (Low 1 2 3 4 5 6 7 High)
B.	Differences in teaching adults and children	1 2 3 4 5 6 7
C.	Understanding the student population, culture of poverty, ethnic group differences	1 2 3 4 5 6 7
D.	Course organization: content selection, scheduling and sequencing topics, making lesson plans	1 2 3 4 5 6 7
E.	Methods of instruction: selecting, adapting, and using	1 2 3 4 5 6 7
F.	Instructional materials and aids: selecting, adapting, and using	1 2 3 4 5 6 7
G.	Diagnosis of student needs, testing and evaluating achievement; student program prescription	1 2 3 4 5 6 7
H.	Counseling students in academic or personal matters	1 2 3 4 5 6 7
I.	Working with aides and volunteers	1 2 3 4 5 6 7
J.	Student recruitment and retention	1 2 3 4 5 6 7

Instructional Improvement

12. Most teachers emphasize some subjects more than others. If you were free to decide, how much emphasis would you give to each of the following subjects:

	ABE Subjects	Little or No Emphasis				Great Emphasis		
A.	Arithmetic	1	2	3	4	5	6	7
B.	Reading, language skills	1	2	3	4	5	6	7
C.	Health Education	1	2	3	4	5	6	7
D.	Consumer education	1	2	3	4	5	6	7
E.	Social studies, civics	1	2	3	4	5	6	7
F.	Ethnic or racial heritage	1	2	3	4	5	6	7
G.	Coping (how to apply for a job, obtain legal assistance, deal with landlords)	1	2	3	4	5	6	7
H.	Other _____	1	2	3	4	5	6	7

13. Methods of instruction may be adapted to accommodate differences among students. Do you adapt your methods of instruction to accommodate differences among students? Yes_____ No_____. How much emphasis do you feel should be placed on each of the methods of instruction listed below in order to accommodate differences among students?

	Methods of Instruction	Little or No Emphasis				Great Emphasis		
A.	Personally tutor individual students	1	2	3	4	5	6	7
B.	Group students with similar problems or interests together	1	2	3	4	5	6	7
C.	Make individual reading, writing, or math assignments	1	2	3	4	5	6	7
D.	Use programmed materials	1	2	3	4	5	6	7
E.	Other _____	1	2	3	4	5	6	7

14. There are a number of ways that students participate in their instruction. To what extent should students participate in each of the following?

Type of Learner Participation	Little or No Emphasis				Great Emphasis		
A. Learner recites	1	2	3	4	5	6	7
B. Pairs or small groups of learners practice skills together	1	2	3	4	5	6	7
C. Small groups engage in problem-solving	1	2	3	4	5	6	7
D. Whole class participates in discussion	1	2	3	4	5	6	7
E. Small groups engage in discussion	1	2	3	4	5	6	7
F. Learners ask questions	1	2	3	4	5	6	7
G. Real or simulated learning situations (e.g., case studies, role playing, field visits)	1	2	3	4	5	6	7
H. Planning or evaluating this educational program	1	2	3	4	5	6	7

15. As an objective for an ABE program, the desirability of each of the following is --

Help adult learners acquire and improve the skills of:	Not Recommended	Low	Moderate	High	Very High
A. Enunciation and pronunciation	_____	_____	_____	_____	_____
B. Penmanship	_____	_____	_____	_____	_____
C. Listening	_____	_____	_____	_____	_____
D. Written composition	_____	_____	_____	_____	_____
E. Word usage	_____	_____	_____	_____	_____
F. Speaking	_____	_____	_____	_____	_____

16. As an objective for an ABE program, the desirability of each of the following is --

Help adult learners acquire and improve the skills of:	Not Recommended	Low	Moderate	High	Very High
A. Reading comprehension	_____	_____	_____	_____	_____
B. Word recognition	_____	_____	_____	_____	_____
C. Reading vocabulary	_____	_____	_____	_____	_____
D. Reading to increase knowledge	_____	_____	_____	_____	_____
E. Locating information	_____	_____	_____	_____	_____
F. Recreational reading	_____	_____	_____	_____	_____

17. As an objective of an ABE program, the desirability of each of the following is --

Helping adult learners to:	Not Recommended	Low	Moderate	High	Very High
A. Understand the health service available from governmental and non-governmental agencies	_____	_____	_____	_____	_____
B. Understand how they can improve and protect the health of the family	_____	_____	_____	_____	_____

	Not Recommended	Low	Moderate	High	Very High
C. Learn and comprehend the elements of science which will enable them to better understand and join in the life of their community and nation					
D. Better understand the different levels of democratic systems of government and the functions of each					

18. As an objective of an ABE program, the desirability of each of the following is --

Helping adult learners to:	Not Recommended	Low	Moderate	High	Very High
A. Know how to locate job opportunities commensurate with ability					
B. Know the basic principles of job application and interviewing					
C. Recognize the need for loyalty, honesty, and integrity in employment					
D. Increase pride in workmanship regardless of the nature of the work					
E. Develop good work habits					
F. Understand employer reasons for refusing to hire or for discharging workers					

19. As an objective of an ABE program, the desirability of each of the following is --

Helping adult learners to:	Not Recommended	Low	High	Moderate	Very High
A. Develop the skills, attitudes and knowledge required for existing or emerging jobs					
B. Increase motivation for job promotions or better jobs					
C. Realize the importance of and ways of budgeting income					
D. Understand credit costs and interest rates					
E. Read and understand labels, recipes, signs, newspapers, and simple directions					

20. As an objective for an ABE program, the desirability of each of the following is --

Helping adult learners to:	Not Recommended	Low	High	Moderate	Very High
A. Realize that earning a living is characteristic of a good citizen					
B. Vote more intelligently					
C. Develop critical thinking					
D. Better use of leisure time					
E. Understand the responsibilities which accompany the rights of a citizen					

21. As an objective for an ABE program, the desirability of each of the following is --

Helping adult learners to:	Not Recommended	Low	Moderate	High	Very High
A. Acquire and improve the skills of addition, subtraction, multiplication, and division	_____	_____	_____	_____	_____
B. Develop understanding of fractions, decimals, percent, and percentage	_____	_____	_____	_____	_____
C. Apply arithmetic to ordinary daily activities	_____	_____	_____	_____	_____

22. ABE student placement, progress, and promotion should be determined by (check more than one if applicable) --

	Teacher Judgment	Student Judgment	Student-Teacher Judgment	Teacher-made Tests	Standardized Tests	Other
A. Placement	_____	_____	_____	_____	_____	_____
B. Progress	_____	_____	_____	_____	_____	_____
C. Promotion	_____	_____	_____	_____	_____	_____

23. In ABE instruction the use of each of the following visual resources should be --

	Never	Very Seldom	Seldom	Sometimes	Often	Very Often
A. Models	_____	_____	_____	_____	_____	_____
B. Mock-ups	_____	_____	_____	_____	_____	_____
C. Bulletin boards	_____	_____	_____	_____	_____	_____
D. Charts-maps	_____	_____	_____	_____	_____	_____
E. Chalkboards	_____	_____	_____	_____	_____	_____

24. The counseling and the testing services provided for ABE students should be:

Counseling		Testing	
A. _____	Personal	F. _____	Educational
B. _____	Educational	G. _____	Vocational
C. _____	Vocational	H. _____	Interest
D. _____	Group	I. _____	None of these
E. _____	None of these		

25. Concerning the initial assessment of ABE learners, who should make this initial assessment (check one)?

A. _____ No one
B. _____ Counselor
C. _____ Director
D. _____ Teacher
E. _____ Aide
F. _____ Lab Instructor
G. _____ Other _____

26. Often, ABE programs make an initial assessment of the student's achievement level. How should student entrance level be assessed (check one)?

A. _____ Standardized test
B. _____ Locally developed test
C. _____ Interview
D. _____ Combination of above
E. _____ No assessment
F. _____ Other _____

27. The use of each of the following in ABE classes should be:

	Never	Very Little	Little	Some	Great	Very Great
A. Commercial kits	_____	_____	_____	_____	_____	_____
B. Programmed materials	_____	_____	_____	_____	_____	_____
C. Lesson plans	_____	_____	_____	_____	_____	_____
D. Teacher-made materials	_____	_____	_____	_____	_____	_____

28. As an average, the amount of time devoted to lesson preparation by ABE teachers for each class-hour of instruction should be:

A. _____ Less than 1 hour
B. _____ 1 Hour
C. _____ 2 Hours
D. _____ 3+ Hours

29. There are many possible goals that an ABE program might help students achieve. Rank the goals below according to the degree of emphasis you feel should be placed on them by writing the number 1 in the space next to the most important goal, number 2 next to the second most important goal, and so on for all six goals.

Goals of ABE Instruction	Rank
A. Increased self-confidence of students	_____
B. Completion of the 8th grade equivalency	_____
C. Increased competency in language skills	_____
D. Preparation for high school equivalency exam	_____
E. Increased ability to cope with adult-life roles and problems	_____
F. Prepare students to meet special short-term goals (e.g., complete job application)	_____
G. Other_____	_____

30. Approximately how much gain in grade level actually occurs for typical students for every 100 hours of instruction (e.g., ½ grade level in reading, ¼ grade level in math)?

	Math	Reading
A. Level I	_____	_____
B. Level II	_____	_____
C. GED	_____	_____

ABE/SPR.1

SUPERVISOR QUESTIONNAIRE

This instrument has been specifically designed to secure that information which will be of maximum benefit for improving the ABE program.

The information obtained from these response sheets is not to be used for evaluating any particular person, school, or system, but rather it is to be used in an evaluation of the overall ABE program in Alabama. In order for your responses to be completely anonymous, please do not put your name or other identifying information on the instrument.

Please answer each item with a checkmark or by filling in the proper response.

1. Are you employed full-time as one of the following:

   A. _____ Public elementary school personnel
   B. _____ Public junior high/high school personnel
   C. _____ Secondary education personnel
   D. _____ Public school supervisor/administrator
   E. _____ Other

2. Age:

   A. _____ 20 - 29
   B. _____ 30 - 39
   C. _____ 40 - 49
   D. _____ 50 - 59
   E. _____ 60 or over

3. Sex:

   A. _____ Male
   B. _____ Female

4. Race:

   A. _____ White
   B. _____ Non-white

5. Educational background: (Check only highest level achieved)

   A. _____ Post master's credit
   B. _____ Master's degree
   C. _____ Some graduate credit
   D. _____ College graduate
   E. _____ Some college credit
   F. _____ High school graduate
   G. _____ Some high school credit

Recruitment

6. To what extent do the following agencies support and/or cooperate with the ABE program, e.g., refers persons to the ABE program.

	Uncertain	Very Little	Little	Moderate	High	Very High
A. Employment						
B. Public health						
C. Welfare						
D. Rehabilitation						
E. Religious						
F. Law						
G. Civic						
H. Business/Industry						
I. Public Schools						

7. To what extent is there cooperation between the ABE program and Community Action, Work Experience, Vista, Work Study, and/or other programs relating to anti-poverty efforts?

A. _____ Unaware of any local anti-poverty programs
B. _____ No local anti-poverty programs
C. _____ Very little
D. _____ Little
E. _____ Some
F. _____ Great
G. _____ Very great

8. To what extent have the following been effective in recruiting ABE students in your area?

	Uncertain	Not Used	Very Little	Little	Moderate	Great	Very Great
A. Television							
B. Radio							
C. Newspapers							
D. Handbills							
E. Personal appearances							
F. Church							
G. Community agencies							
H. Business/ Industry							
I. Civic Organizations							

Staff Improvement

9. How do you rate your Superintendent on the following?

	Very Weak	Weak	Moderate	Strong	Very Strong
A. Support of ABE					
B. Knowledge of ABE					
C. ABE as an integral part of the total educational program					

10. This question is concerned with your relationships with other teachers and staff members. For each category of staff member listed below, indicate whether your general relationship with staff in that category is very satisfactory, moderately satisfactory, or unsatisfactory (circle number in appropriate column).

	General Relationship			
	Not Applicable	Unsatis-factory	Moderately Satisfactory	Very Satisfactory
A. Other teachers	0	1	2	3
B. Aides	0	1	2	3
C. Counselors	0	1	2	3

11. Do you have reasonable access to some professional Adult Education literature?

A. _____ Yes
B. _____ No

12. Indicate the total number of hours of college credit you have in Adult Education.

	None	3 - 5	6 - 8	9 - 11	12 +
A. Quarter	_____	_____	_____	_____	_____
B. Semester	_____	_____	_____	_____	_____

13. What fraction of your time is officially designated for supervising ABE Activities?

A. _____ Uncertain
B. _____ 1/10
C. _____ 1/4
D. _____ 1/2
E. _____ 3/4
F. _____ 10/10

14. To what extent do you keep informed on recent curriculum movements, new directions, and new developments in ABE?

A. _____ None
B. _____ Very little
C. _____ Little
D. _____ Moderate
E. _____ Great
F. _____ Very great

15. To what extent is there a need for the services of a certified Guidance Counselor for ABE students?

A. _____ Not needed
B. _____ Uncertain
C. _____ Very little
D. _____ Little
E. _____ Moderate
F. _____ Great
G. _____ Very great

16. How qualified are your ABE teachers to counsel ABE students?

A. _____ Uncertain
B. _____ Don't counsel
C. _____ Unqualified
D. _____ Slightly
E. _____ Moderate
F. _____ Well
G. _____ Very well

17. Are you interested in attending college-credit graduate or undergraduate courses in Adult Education?

	College/University Campus		Off Campus	
	Yes	No	Yes	No
A. Saturdays	_____	_____	_____	_____
B. One night weekly	_____	_____	_____	_____
C. Two-week summer Institute	_____	_____	_____	_____

18. How do you rank the contributions of teacher aides to ABE instruction?

A. _____ No teacher aides
B. _____ Uncertain
C. _____ Very little
D. _____ Little
E. _____ Moderate
F. _____ Much
G. _____ Very much

19. How qualified are your teacher aides to perform their duties?

A. _____ No teacher aides
B. _____ Uncertain
C. _____ Poorly qualified
D. _____ Satisfactory
E. _____ Highly qualified

20. To what extent does the State Department of Education ABE Consultant help you with the following items?

	None	Very Little	Little	Moderate	Great	Very Great
A. ABE Materials	_____	_____	_____	_____	_____	_____
B. Program planning	_____	_____	_____	_____	_____	_____
C. Teaching methods	_____	_____	_____	_____	_____	_____
D. Teaching problems	_____	_____	_____	_____	_____	_____
E. Recruitment	_____	_____	_____	_____	_____	_____
F. Dropouts	_____	_____	_____	_____	_____	_____

21. In regard to ABE teachers, to what extent is there a need in your area for the following services?

	No Need	Very Little	Little	Moderate	Great	Very Great
A. Small group workshops and professional improvement meetings	_____	_____	_____	_____	_____	_____
B. On-campus ABE graduate courses	_____	_____	_____	_____	_____	_____
C. Off-campus ABE graduate courses	_____	_____	_____	_____	_____	_____
D. Off-campus course dealing extensively with ABE teaching methods	_____	_____	_____	_____	_____	_____

In-Service Education

22. Listed below are 10 topics which are often the focus of in-service education activities. Please complete the column as follows: read through the list of topics and circle the current priority for those which are dealt with in your in-service education activities for staff members.

Topics	Current Priority For In-Service						
A. ABE program orientation: objectives, procedures, current developments, plans, reports	1	2	3	4	5	6	7
B. Differences in teaching adults and children	1	2	3	4	5	6	7
C. Understanding the student population, culture of poverty, ethnic group differences	1	2	3	4	5	6	7
D. Course organization: content selection, scheduling and sequencing topics, making lesson plans	1	2	3	4	5	6	7
E. Methods of instruction: selecting, adapting, and using	1	2	3	4	5	6	7
F. Instructional materials and aids: selecting, adapting, and using	1	2	3	4	5	6	7
G. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1	2	3	4	5	6	7
H. Counseling students in academic or personal matters	1	2	3	4	5	6	7
I. Working with aides and volunteers	1	2	3	4	5	6	7
J. Student recruitment and retention	1	2	3	4	5	6	7

Instructional Improvement

23. Most teachers emphasize some subjects more than others. In your own ABE class, how much emphasis do you actually give to each of the following subjects?

ABE Subjects	Little or No Emphasis				Great Emphasis		
A. Arithmetic	1	2	3	4	5	6	7
B. Reading, language skills	1	2	3	4	5	6	7
C. Health education	1	2	3	4	5	6	7
D. Consumer education	1	2	3	4	5	6	7
E. Social studies, civics	1	2	3	4	5	6	7
F. Ethnic or racial heritage	1	2	3	4	5	6	7
G. Coping (how to apply for a job, obtain legal assistance, deal with landlords)	1	2	3	4	5	6	7
H. Other (specify) _____	1	2	3	4	5	6	7

24. Methods of instruction may be adapted to accommodate differences among students. Do you adapt your methods of instruction to accommodate differences among students? Yes_____ No_____. If you do currently adapt your instruction to accommodate differences among students, how much emphasis do you place on each of the following to accommodate these differences?

Methods of Instruction	Little or No Emphasis						Great Emphasis
A. Personally tutor individual learners	1	2	3	4	5	6	7
B. Group learners with similar problems or interests together	1	2	3	4	5	6	7
C. Send learners to learning lab	1	2	3	4	5	6	7
D. Make individual reading, writing, or math assignments	1	2	3	4	5	6	7
E. Use programmed materials	1	2	3	4	5	6	7
F. Other (specify) _____	1	2	3	4	5	6	7

25. There are a number of ways that students participate in their instruction. To what extent do students currently participate in each of the following ways?

Type of Student Participation	Little or No Extent						Great Extent
A. Student recites	1	2	3	4	5	6	7
B. Pairs or small groups of students practice skills together	1	2	3	4	5	6	7
C. Small groups engage in problem solving	1	2	3	4	5	6	7
D. Whole class participates in discussion	1	2	3	4	5	6	7
E. Small groups engage in discussion	1	2	3	4	5	6	7
F. Students ask questions	1	2	3	4	5	6	7
G. Real or simulated learning situations (e.g., case studies, role playing, field visits)	1	2	3	4	5	6	7
H. Planning or evaluating this educational program	1	2	3	4	5	6	7

26. How often do your ABE teachers use the following teaching methods in their ABE classes?

	Uncertain	Never	Very Seldom	Seldom	Some	Often	Very Often
A. Oral instruction	_____	_____	_____	_____	_____	_____	_____
B. Panel discussion	_____	_____	_____	_____	_____	_____	_____
C. Open discussion	_____	_____	_____	_____	_____	_____	_____
D. Role playing	_____	_____	_____	_____	_____	_____	_____
E. Skits	_____	_____	_____	_____	_____	_____	_____
F. Demonstrations	_____	_____	_____	_____	_____	_____	_____
G. Field trips/tours	_____	_____	_____	_____	_____	_____	_____
H. Supervised study	_____	_____	_____	_____	_____	_____	_____

27. Rate the accomplishments of the ABE program in helping students to:

	Uncertain	Very Low	Low	Moderate	High	Very High
A. Develop the skills, attitudes, and knowledge required for existing or emerging jobs.	____	____	____	____	____	____
B. Increase motivation for job promotions or better jobs.	____	____	____	____	____	____
C. Realize the importance of and how to budget income.	____	____	____	____	____	____
D. Understand and participate more in the life of the community.	____	____	____	____	____	____
E. Understand credit costs and interest scales.	____	____	____	____	____	____
F. Read and understand labels, recipes, signs, newspapers and simple directions.	____	____	____	____	____	____

28. Rate the accomplishments of the ABE program in helping students acquire and improve the skills of:

	Uncertain	Very Low	Low	Moderate	High	Very High
A. Reading comprehension	____	____	____	____	____	____
B. Word recognition	____	____	____	____	____	____
C. Reading vocabulary	____	____	____	____	____	____
D. Reading to increase knowledge	____	____	____	____	____	____
E. Locating information	____	____	____	____	____	____
F. Recreational reading	____	____	____	____	____	____

29. Rate the accomplishments of the ABE program in helping students to:

	Uncertain	Very Low	Low	Moderate	High	Very High
A. Acquire and improve the skills of addition subtraction, multiplication, and division.	____	____	____	____	____	____
B. Develop understanding of fractions, decimals, per cent, and percentage.	____	____	____	____	____	____
C. Develop mathematical understandings of interest, budgeting, purchasing, and time.	____	____	____	____	____	____
D. Apply arithmetic to ordinary daily activities.	____	____	____	____	____	____
E. Understand wages, income and expenditures.	____	____	____	____	____	____

30. Rate the accomplishments of the ABE program in helping students to:

	Uncertain	Very Low	Low	Moderate	High	Very High
A. Understand the health services available from governmental and non-governmental agencies	_____	_____	_____	_____	_____	_____
B. Realize the importance of participating in and contributing to healthful community practices.	_____	_____	_____	_____	_____	_____
C. Better understand the different levels of democratic systems of government and the functions of each.	_____	_____	_____	_____	_____	_____

31. How do you rate the accomplishments of the ABE program in helping students to:

	Uncertain	Very Low	Low	Moderate	High	Very High
A. Realize that earning a living is characteristic of a good citizen.	_____	_____	_____	_____	_____	_____
B. Vote more intelligently.	_____	_____	_____	_____	_____	_____
C. Develop critical thinking.	_____	_____	_____	_____	_____	_____
D. Develop more interest in the day's news.	_____	_____	_____	_____	_____	_____
E. Properly use leisure time.	_____	_____	_____	_____	_____	_____
F. Understand the responsibilities which accompany the rights of a citizen.	_____	_____	_____	_____	_____	_____

32. Rate the accomplishments of the ABE program in helping students acquire and improve the skills of:

	Uncertain	Very Low	Low	Moderate	High	Very High
A. Enunciation and pronunciation	_____	_____	_____	_____	_____	_____
B. Writing	_____	_____	_____	_____	_____	_____
C. Listening	_____	_____	_____	_____	_____	_____
D. Sentence structure	_____	_____	_____	_____	_____	_____
E. Word usage	_____	_____	_____	_____	_____	_____
F. Speaking with confidence	_____	_____	_____	_____	_____	_____

33. Concerning the materials used in ABE classes, what percentages are:

A. Commercially published _____
B. Prepared or adapted by yourself _____
C. Prepared or adapted locally _____

34. Which of the following counseling and testing services are provided in your ABE program?

Counseling		Testing	
A. _____	Personal	F. _____	Educational
B. _____	Educational	G. _____	Vocational
C. _____	Group	H. _____	Interest
D. _____	None of these	I. _____	None of these
E. _____	Uncertain	J. _____	Uncertain

35. To what extent do you help your ABE teachers in the following areas?

	None	Very Little	Little	Moderate	Great	Very Great
A. ABE materials	_____	_____	_____	_____	_____	_____
B. Program planning	_____	_____	_____	_____	_____	_____
C. Teaching methods	_____	_____	_____	_____	_____	_____
D. Teaching problems	_____	_____	_____	_____	_____	_____
E. Recruitment	_____	_____	_____	_____	_____	_____
F. Dropouts	_____	_____	_____	_____	_____	_____
G. Audio-visual resources	_____	_____	_____	_____	_____	_____
H. Evaluation	_____	_____	_____	_____	_____	_____
I. Establishing objectives	_____	_____	_____	_____	_____	_____

36. Who is primarily responsible for guidance and counseling of the ABE students in your program?

A. _____ No one
B. _____ Uncertain
C. _____ Guidance Counselor
D. _____ Local Supervisor
E. _____ ABE teacher
F. _____ Other

37. Which of the following are used to determine student placement? (Check more than one if applicable)

A. _____ Teacher judgment
B. _____ Student judgment
C. _____ Student-teacher judgment
D. _____ Teacher-made tests
E. _____ Standardized tests
F. _____ Other
G. _____ Uncertain

38. Which of the following are used to determine student progress? (Check more than one if applicable)

A. _____ Teacher judgment
B. _____ Student judgment
C. _____ Student-teacher judgment
D. _____ Teacher-made tests
E. _____ Standardized tests
F. _____ Other
G. _____ Uncertain

39. Are the audio-visual resources of the public school available for use in ABE?

A. _____ Yes B. _____ No C. _____ Uncertain

40. How do you rate the following in regard to the ABE program?

	Uncertain	Very Low	Low	Satisfactory	High	Very High
A. Availability of textbooks	_____	_____	_____	_____	_____	_____
B. Availability of workbooks	_____	_____	_____	_____	_____	_____
C. Availability of programmed materials	_____	_____	_____	_____	_____	_____
D. Availability of magazines and newspapers	_____	_____	_____	_____	_____	_____
E. Variety of class materials	_____	_____	_____	_____	_____	_____
F. Amount of class materials	_____	_____	_____	_____	_____	_____
G. Appropriateness of class materials	_____	_____	_____	_____	_____	_____

41. How do you rate the physical facilities provided for your ABE classes?

		Satisfactory	Unsatisfactory
A.	Building and site	_____	_____
B.	Size of room	_____	_____
C.	Size of chairs or desks	_____	_____
D.	Lighting	_____	_____
E.	Heating	_____	_____
F.	Ventilation	_____	_____

42. Rate the accomplishments of the ABE program in helping students to:

		Uncertain	Very Low	Low	Moderate	High	Very High
A.	Know how to locate job opportunities commensurate with ability.	_____	_____	_____	_____	_____	_____
B.	Know the basic principles of job application and interviewing.	_____	_____	_____	_____	_____	_____
C.	Recognize the need for loyalty, honesty, and integrity in employment.	_____	_____	_____	_____	_____	_____
D.	Increase pride in workmanship regardless of work motive.	_____	_____	_____	_____	_____	_____
E.	Develop good work habits.	_____	_____	_____	_____	_____	_____

43. On the average, how often per month do you visit each ABE class?

A. _____ 0 C. _____ 2 E. _____ 4+
B. _____ 1 D. _____ 3

44. What is the average length of each of your class visits to your ABE classes?

A. _____ Do not visit C. _____ 5 - 30 minutes
B. _____ 2 - 5 minutes D. _____ 30 minutes and over

45. To what extent are you familiar with ABE course content, methodology, and materials?

A. _____ None D. _____ Moderately
B. _____ Very Little E. _____ Great
C. _____ Little F. _____ Very great

46. Which of the following standardized tests are available for testing ABE students in your system? (Check more than one if available)

A. _____ Uncertain F. _____ Gray Oral
B. _____ T.A.B.E. G. _____ Stanford
C. _____ A.B.L.E. H. _____ Metropolitan
D. _____ A.B.E.S.S. I. _____ Wide range
E. _____ Calif.Adult J. _____ None

47. There are many possible goals that an ABE program might help students achieve. Rank the goals below according to the degree of emphasis actually placed on them by writing the number 1 in the space next to the goal given the most emphasis, number 2 next to the goal given the second most emphasis and so on for all six goals.

Goals of ABE Instruction	Rank
A. Increased self-confidence of students	_____
B. Completion of 8th grade equivalency	_____
C. Increased competency in language skills	_____
D. Preparation of high school equivalency exam	_____
E. Increased ability to cope with adult-life roles and problems	_____
F. Prepare students to meet special short-term goals (e.g., complete job application)	_____
G. Other (specify)_____	_____

48. Approximately how much gain in grade level actually occurs for typical students for every 100 hours of instruction (e.g., ½ grade level in reading, ¼ grade level in math)?

	Math	Reading
A. Level I	_____	_____
B. Level II	_____	_____
C. GED	_____	_____

ABE/T.1

Teacher Questionnaire

Instructions to Respondents

This questionnaire is part of an evaluation study. The purpose of the study is to provide information that will be useful in improving your ABE program.

Your responses will be kept strictly confidential. You need not sign your name on the completed questionnaire. All results will be reported in summary form.

Your contribution to this study is vitally important.

Part 1: Staffing

1. When you were first hired as an ABE teacher, what had been your previous occupation (check one)?

   a. ____ Employed by a public school system
   b. ____ Employed in business or industry
   c. ____ Employed as a housewife
   d. ____ Employed in some other capacity (specify: _____)
   e. ____ Unemployed

2. This question is concerned with your relationships with other teachers and staff members. For each category of staff member listed below, indicate whether your *general relationship* with staff in that category is very satisfactory, moderately satisfactory, or unsatisfactory (circle number in appropriate column).

	General Relationship			
Staff Category	Not Applicable	Unsatis-factory	Moderately Satisfactory	Very Satisfactory
a. Other Teachers	0	1	2	3
b. Aides	0	1	2	3
c. Counselors	0	1	2	3
d. Supervisors	0	1	2	3
e. ABE Director	0	1	2	3

3. All things considered, how satisfied are you with your present position as an ABE teacher (check one)?

   a. ____ Very Satisfied
   b. ____ Moderately Satisfied
   c. ____ Dissatisfied

4. How would you characterize your personal commitment to the goals of *this* ABE program (check one)?

   a. ____ Highly Committed
   b. ____ Moderately Committed
   c. ____ Uncommitted

Part 2: Instruction

5. Concerning the materials you use in your class:

	What proportions are:
a. Commercially published	_____
b. Prepared or adapted by yourself	_____
c. Prepared or adapted locally	_____

6. In every program, someone has *primary* responsibility for orienting new students.

Staff Member	In your program, who now has this responsibility? (check one)
a. Director	_____
b. Teacher	_____
c. Lab instructor	_____
d. Counselor	_____
e. Aide	_____
f. Other (specify: _____ _____)	_____

7. Often, ABE programs make an initial assessment of the student's achievement level.

Assessment Method	How is student entrance level currently assessed (check one)?
a. Standardized test	_____
b. Locally developed test	_____
c. Interview	_____
d. Combination of above	_____
e. No assessment	_____
f. Other (specify: _____ _____)	_____

8. Concerning this initial assessment:

Staff Member	Who now makes this assessment (check one)?
a. No one	_____
b. Counselor	_____
c. Director	_____
d. Teacher	_____
e. Aide	_____
f. Lab Instructor	_____
g. Other (specify: _____ _____)	_____

9. Regarding the administration of diagnostic placement tests:

	When are these tests now administered (check one)?
a. Never	_____
b. At the time of enrollment	_____
c. After enrollment, when student is ready	_____

10. Regarding the evaluation of student progress:

Evaluation Method	How is student progress currently evaluated (check one)?
a. Classroom tests	_____
b. Standardized achievement tests	_____
c. Teacher summary evaluation	_____
d. Staff conference	_____
e. Combination of above	_____
f. Other (specify: _____)	_____

11. Regarding records of student progress:

Student Records	What records of student progress are kept on file (check as many as apply)?
a. Classroom test scores	_____
b. Standardized test scores	_____
c. Teacher evaluations	_____
d. Other	
(specify: _____)	_____
(specify: _____)	_____

12. If you use standardized achievement tests, are they administered at regular intervals?

____ Yes ____ No

A. If yes, at what intervals? (check one)
- ____ a. 100 hours of instruction
- ____ b. 150 hours of instruction
- ____ c. 200 hours of instruction
- ____ d. Other (specify: _____)

B. Names of tests

_____
_____
_____
_____
_____

13. **Approximately how much gain in grade level actually occurs for typical students at Level I, Level II, and GED and GED for every 100 hours of instruction (e.g., ⅓ grade level in reading, ¼ grade level in math).**

Level I

Level II

GED

14. Most teachers emphasize some subjects more than others.

ABE Subjects	In your own ABE teaching, how much emphasis do you *actually* give to each of the following subjects? Little or No Emphasis						Great Emphasis
a. Arithmetic	1	2	3	4	5	6	7
b. Reading, language skills	1	2	3	4	5	6	7
c. Health education	1	2	3	4	5	6	7
d. Consumer education	1	2	3	4	5	6	7
e. Social studies, civics	1	2	3	4	5	6	7
f. Ethnic or racial heritage	1	2	3	4	5	6	7
g. Coping (how to apply for a job, obtain legal assistance, deal with landlords)	1	2	3	4	5	6	7
h. Other (specify: _____)	1	2	3	4	5	6	7

15. Instruction can be given to the class as a whole, or students can be grouped according to their problems, interests, or characteristics, or students can be taught individually.

Exclude from consideration all class time not actively devoted to instruction. Indicate about what proportion of that instructional time is devoted to these different methods of instruction.

Class	Type of Class (e.g. ESL)	Number of Students	Actual Proportion of Class Time: Teach Class as A Whole		Teach Students in Groups		Teach Students Individually	
#1	_____	_____	_____%	+	_____%	+	_____	= 100%

Methods of instruction may be adapted to accommodate differences among students.

16. Do you adapt your methods of instruction to accommodate differences among students?

_____ Yes _____ No

Methods of Instruction	*If you do* currently adapt your instruction to accommodate differences among students, how much emphasis do you place on each of the following to accommodate these differences? Little or No Emphasis						Great Emphasis
a. Personally tutor individual students	1	2	3	4	5	6	7
b. Group students with similar problems or interests together	1	2	3	4	5	6	7
c. Send student to learning lab	1	2	3	4	5	6	7
d. Make individual reading, writing, or math assignments	1	2	3	4	5	6	7
e. Use programmed materials	1	2	3	4	5	6	7
f. Other (specify: _____)	1	2	3	4	5	6	7

17. There are a number of ways that students participate in their instruction.

Type of Student Participation	To what extent do students *currently* participate in each of the following ways? Little or No Extent						Great Extent
a. Student recites	1	2	3	4	5	6	7
b. Pairs or small groups of students practice skills together	1	2	3	4	5	6	7
c. Small groups engage in problem solving	1	2	3	4	5	6	7
d. Whole class participates in discussion	1	2	3	4	5	6	7
e. Small groups engage in discussion	1	2	3	4	5	6	7
f. Students ask questions	1	2	3	4	5	6	7
g. Real or simulated learning situations (e.g., case studies, role playing, field visits)	1	2	3	4	5	6	7
h. Planning or evaluating this educational program	1	2	3	4	5	6	7

18. Is there an aide or volunteer who works with you in your classroom?

_____ Yes _____ No

(*If no*, skip to question 23.)

19. There are many different duties which may be performed by an aide or volunteer:

Duties	What proportion of your aide's time is *currently* spent performing these duties?
a. Clerical	_____ %
b. Housekeeping	_____ %
c. Child care	_____ %
d. Instructional	_____ %
e. Other (specify: _____ _____)	_____ %
	Total = 100%

20. If the aide or volunteer performs in an instructional role:

	About what proportion of your aide's instructional time is *currently* spent working with students as follows?
a. Individual tutoring	_____ %
b. Working with small groups	_____ %
c. Teaching the class as a whole	_____ %
d. Other (specify: _____ _____)	_____ %
	Total = 100%

21. If the aide or volunteer performs in an instructional role:

How important to the educational effectiveness of your classroom is assistance of your *current* aide?

Not Important						Very Important
1	2	3	4	5	6	7

22. In addition to performing an instructional role, teachers may help students with personal and vocational problems.

In actual practice, how important to your role as teacher *is* helping students with personal and vocational problems?

Not Important						Very Important
1	2	3	4	5	6	7

23. Teachers may talk privately with students about personal or vocational problems.

Within the last month, about how many students *have you* talked to about their personal and vocational problems?

_____ Students

24. In some ABE programs there is a learning lab which is a separate instructional facility utilizing programmed materials and in some cases instructional equipment designed to enable students to work individually at their own pace. Does the learning lab play any part in your students' instruction?

____Yes ____No

If yes, what part does it play in their instruction (check one)?

a. Used for remedial work for students referred by me ..... _____
b. A regular part of the students' total program..... _____
c. Available to students who want it ..... _____
d. None ..... _____
e. Other (specify: _____ _____ _____

25. Concerning student work in the learning laboratory:

If yes, how *is* work in the learning laboratory co-ordinated with your classroom instruction (check one)?

a. Students' lab work prescribed by me ..... _____
b. All my students' work prescribed by the counselor ..... _____
c. All my students' work prescribed by the lab instructor ..... _____
d. Conference between myself, lab instructor, and/or counselor ..... _____
e. Not coordinated in any specific way ..... _____

26. There are many possible goals that an ABE program might help students achieve.

Rank the goals below according to the degree of emphasis *actually* placed on them by writing the number *1* in the space next to the goal given the most emphasis, number *2* next to the goal given the second most emphasis, and so on for all six goals.

Goals of ABE Instruction	Rank
a. Increased self-confidence of students	_____
b. Completion of 8th grade equivalency	_____
c. Increased competency in language skills	_____
d. Preparation for high school equivalency exam	_____
e. Increased ability to cope with adult-life roles and problems	_____
f. Prepare students to meet special short-term goals (e.g., complete job application)	_____
g. Other (specify: _____ _____)	_____

27. Approximately what proportion of your enrolled students are absent at any one class meeting?

_____ less than 10%
_____ 10-24%
_____ 25-49%
_____ 50% or more

28. What suggestions do you have about ways to improve instruction in your ABE program?

Part 3: In-Service Education

29. Listed below are six approaches that may be incorporated in an organized program of in-service education. For each approach listed, indicate (1) the extent to which this approach has been emphasized in your own in-service education in *this* ABE program and (2) the value of the experience for you.

	No Emphasis					Great Emphasis		No Value					Great Value
a. Assignment to work in the classroom of a more experienced teacher	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Participation in curriculum development	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Coaching by supervisors or others	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Workshops and conferences conducted by local ABE program	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Workshops and conferences conducted by others outside your local ABE program	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Participation in university courses related to your work in ABE	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Other (specify: _____)	1	2	3	4	5	6	7	1	2	3	4	5	6	7

30. In the past year, about how many days have you devoted to participation in organized in-service education activities?

1	2	3	4+
_____	_____	_____	_____ Days

31. Concerning pre-service and in-service training for aides and volunteers:

A1. *Should* an aide or volunteer receive such training?

___Yes ___No

B1. Has your aide or volunteer received pre-service or in-service training?

___Yes ___No

A2. *If yes, should* teachers also attend these training sessions?

___Yes ___No

B2. *If yes,* were you also in attendance at these training sessions?

___Yes ___No

Teacher Rating Form

Directions: The director or supervisor(s) should complete Section A of this form for each teacher who has a classroom or laboratory instructional assignment. Data for Sections B through H may be obtained from items B through H of the Teacher Data Form. Only one numbered item in each section should be circled. The number circled should be noted in the right margin.

SECT.		
A	**Overall Performance** All things considered, how would you rate the overall performance of _____? (teacher code number) 1. Poor 2. Fair 3. Good 4. Very Good 5. Excellent	
B	**Type of Class(es)** 1. ESL 2. Basic Education for Native Born 3. Both ESL and Basic Education 4. Learning Lab Only 5. Other	
C	**Professional Background** 1. Elementary Education (K-6) 2. Secondary Education (7-12) 3. Other Education Specialty 4. Other Background	
D	**Ethnicity** 1. White 2. Black 3. Hispano-American 4. Other	
E	**Sex** 1. Female 2. Male	
F	**Age** 1. Under 35 2. 35-49 3. 50 or older	
G	**Employment Status** 1. Part time (less than 20 hours) 2. Full time (20 hours or more)	
H	**Years of ABE Teaching Experience** 1. (1 year or less) 3. (3 years) 5. (5 years) 2. (2 years) 4. (4 years) 6. (6 or more years)	

Classroom Interaction Rating Form

Instructions:

1. Read each item carefully to become familiar with its content. This should be done prior to visits to ABE classrooms. Every effort has been made to word the rating scale descriptions as directly and explicitly as possible.

2. Before you visit a classroom, you should make certain that the instructor has been told that someone will be visiting his or her class. If on entering a classroom it becomes evident that you were not expected by the teacher, excuse yourself and inform the supervisor of the situation.

3. Ask the teacher to inform the class of the purpose of your visit, namely, "to find out how ABE classes are taught."

4. While the class is in progress, do not make notes or refer to your rating form. Only after you have left the classroom, enter your ratings on each scale. It is for this reason that thorough familiarity with each scale item is so important.

5. Return the completed form to the evaluation project supervisor.

1. **(Instr., 44)** *Teachers* vary considerably in the extent to which they *plan in detail* for learning activities. Some teachers plan plan every step of the lesson in advance. Others sketch out the major objectives. Still others seem to make no advance plans. To what extent did this class's learning activities seem to be planned in advance?

Seemed Not to Be Planned at All		Major Objectives Seemed to be Planned But Not Details			Every Step Seemed to Be Laid Out in Advance	
1	2	3	4	5	6	7

2. **(Instr., 45)** Some classrooms appear to be *open* and free. Others are more controlled and regulated. Students may participate spontaneously, or only when the teacher clearly expects them to do so. How would you rate this class?

Controlled: Students Participated Only When Clearly Expected or Required					Open: Students Talked Spontaneously to Teacher and Among Themselves	
1	2	3	4	5	6	7

3. **(Instr., 46)** Adult students in classroom situations may become anxious and uncomfortable. One reason is that they may need help in their learning activities but are reluctant to ask for it. The kinds of help they might profitably use ranges from clarification of instruction to the detailed explanation of a point, to outright help in solving a problem. How *attentive* did the teacher seem to be to the *students' learning needs?*

Completely Inattentive to Students' Needs for Help in Learning Activities					Very Attentive to Students' Needs for Help in Learning Activities	
1	2	3	4	5	6	7

4. **(Instr., 47)** Students may become uninterested in what goes on in the class unless their interests and feelings are met. Students' interests may be accommodated by tailoring course content to specific needs or by the manner of presentation of more traditional content, e.g., through examples, references to everyday life. How much effort did the teacher put forth to accommodate students' interests and feelings?

Made No Attempt to Accommodate Students' Interests and Feelings						Continually Attempted to Meet Students' Interests and Feelings
1	2	3	4	5	6	7

5. **(Instr., 48)** Some students are naturally enthusiastic while others need to be aroused to participate in learning activities. To what extent did the *teacher evoke participation* in learning activities intended for the *class as a whole?*

Teacher Did Not Seem Able to Evoke Any Participation From Students						Teacher Evoked Enthusiastic Participation From Students
1	2	3	4	5	6	7

6. **(Instr., 49)** Some teachers hold students' attention; in other classes, many students are "miles away." To what extent did students remain attentive to classroom activities and work steadily?

Students Consistently Attentive and Worked Steadily						Students' Attention Wandered, Little Time Spent Actually Working
1	2	3	4	5	6	7

7. **(Instr., 50)** Because the subject matter of ABE classes is so similar to elementary and secondary school, there may be some tendency for ABE classes to be conducted like elementary or secondary school classes. To what extent did the teacher *treat students as adults* as opposed to treating them as children or adolescents?

Clearly Treated Students As if They Were in an Elementary or Secondary School Class						Clearly Treated Students as Adults
1	2	3	4	5	6	7

8. **(Instr., 51)** Overall, how *formally* was the class conducted? Did the teacher refer to students as Mr., Mrs., Miss? To what extent did the teacher act in a reserved, official manner, and expect the class to show deference?

Teacher Conducted Class Quite Informally						Teacher Conducted Class Very Formally
1	2	3	4	5	6	7

9. **(Instr., 52)** When it was appropriate, how frequently did the teacher make encouraging remarks to students or act in some other *positively reinforcing* way to students?

Never Gave Positive Reinforcement						At Every Opportunity, Gave Positive Reinforcement
1	2	3	4	5	6	7

10. (Instr., 53) During the class sessions, as students recite or talk, they may give wrong answers or show that they misunderstand, etc. The fear of failure in ABE students tends to be great. How did the teacher handle such situations? To what extent did the teacher attempt to *minimize a sense of failure* in the students?

Made Evaluations of Student's Performance so as to heighten his sense of failure						Made Evaluations of Student's Performance so as to minimize his sense of failure
1	2	3	4	5	6	7

11. (Instr., 54) To what extent was the *physical setting* of the class distracting? (For example, lighting, acoustics, outside noise, dirt, disrepair of furniture.)

Few or No Distractions			Typical Classroom Distractions			A Great Many Distractions
1	2	3	4	5	6	7

12. (Instr., 55) Were the teacher and students tuned in on the same wave length? Did each seem to know what the other was talking about? To what extent did they *understand each other?*

Almost Always Seemed to Be Talking Past Each Other						Deep and Complete Understanding of What Each Was Saying
1	2	3	4	5	6	7

ABE/AL

ADULT LEARNER QUESTIONNAIRE

Example:

After working all day, most Adult Basic Education (ABE) students are tired when they come to class. _____

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

Place the correct number in the blank space after each statement

	Place Answer Here
1. This building is a good location for ABE classes.	_____
2. My desk is large enough for my comfort.	_____
3. The temperature in my classroom is comfortable in the fall and winter.	_____
4. There is too much time spent on social activities such as coffee time.	_____
5 The ABE Program furnishes me plenty of learning materials to help in my studies.	_____
6. The books I have for study are interesting and suitable for adults.	_____
7. My teacher is cheerful and enthusiastic.	_____
8. My teacher has enough patience to work with adults.	_____
9. My teacher has some habits which interfere with my learning.	_____
10. My teacher uses several different ways of teaching my class.	_____
11. My teacher readily helps me with my lessons when I need help.	_____
12. My teacher's explanations are clear.	_____
13. My teacher makes the classroom a friendly place in which to work.	_____
14. My teacher speaks clearly, distinctly and loudly enough.	_____
15. My teacher sometimes embarrasses learners when they make mistakes.	_____
16. My teacher should talk more often with me about my job and educational goals.	_____

17. My teacher should provide more opportunities for me to talk with her about my progress. _____

18. The ABE Program provides plenty of opportunities for me to talk with my counselor or teacher about personal problems which I think keep me from learning at my best. _____

19. The ABE Program has helped me to see that earning a living is part of being a good citizen. _____

20. The ABE Program has shown me how I can improve and protect the health of myself and my family. _____

21. Experiences in ABE classes have helped me to manage my money more wisely. _____

22. The ABE Program has made me aware of new kinds of jobs and the qualifications needed to work in these jobs. _____

23. Experiences in the ABE classes have helped me to learn how to budget my money. _____

24. The ABE Program has helped me to understand credit costs and interest rates. _____

25. The ABE Program has helped me to read and understand directions, labels, recipes, signs, newspapers, and magazines. _____

26. The arithmetic which I have learned in ABE classes has helped me in shopping and in spending money. _____

27. The ABE Program has helped me to improve my arithmetic skills. _____

28. Experiences in the ABE classes have increased my ability to talk with others. _____

29. The experiences of ABE classes have helped me to better understand and join in the life of my community. _____

30. The experiences of the ABE classes help me in my job. _____

31. Experiences in ABE classes have given me more confidence in my ability to learn. _____

32. The ABE Program allows me to learn at my own rate of speed. _____

33. The experiences in ABE classes are helping me to reach the goals I had in mine when I enrolled. _____

34. I am making satisfactory progress in my class. _____

35. I feel at ease in my ABE class. _____

36. Experiences in ABE classes have helped me to become familiar with the kinds of tests used by employers. _____

37. The ABE Program has helped me to know how to get a job. _____

ABE/CO-A

COOPERATING AGENCY QUESTIONNAIRE

Directions:

This questionnaire should be completed by the person in your organization who is most familiar with the classes that you co-operate with the ABE program.

1. What is the title of your organization? _____

2. To what extent were you personally involved in establishing ABE classes in your organization?

I was not Involved					I was Involved to a Great Degree	
1	2	3	4	5	6	7

3. How did your organization determine that it needed ABE classes? (Check as many as apply.)

_____ An investigation of employee or membership records indicated a large number of undereducated adults.

_____ My organization's employees, membership, or clients requested ABE classes.

_____ My organization felt a need to upgrade employee skills.

_____ My organization contains a significant number of non-English speaking adults. ABE was needed to facilitate communication.

_____ My organization had not considered ABE, but the ABE director or his representative convinced us that it was a good idea.

_____ Other (specify)

4. Very briefly, how did your organization first learn of the ABE program?

_____ From local supervisor

_____ From local superintendent

_____ From ABE teachers

_____ From potential ABE student

_____ Media (newspaper, radio, television)

5. (If an employer) do you offer your employees released time from work with pay to attend ABE classes?

_____ Yes
_____ No
_____ Does not apply

6. How successful have ABE classes been in accomplishing any of the following for your organization?

	Not Important for our Organization	ABE Classes Have Had No Success						ABE Classes Have Been a Great Success
Upgrading employee, member, or client skills	_____	1	2	3	4	5	6	7
Increasing employee, client, or membership proficiency in speaking English	_____	1	2	3	4	5	6	7
Increasing morale and building an esprit de corps among your membership, clients, or employees	_____	1	2	3	4	5	6	7
Affording membership, clients, or employees the opportunity to rise within your organization	_____	1	2	3	4	5	6	7

7. **Have there been any significant drawbacks in working with the ABE program?**

_____ Yes _____ No

8. *If yes*, please list:

9. When problems arise concerning ABE classes, whom do you usually contact?

_____ The ABE Supervisor _____ The Teacher
_____ Other (specify: _____)

10. How would you rate the effectiveness of the ABE teacher?

Unsatisfied 1 2 3 4 5 6 7 Very Satisfied

_____ I am unable to rate the ABE teacher's effectiveness

11. In general, how satisfied with the ABE classes are the adults from your organization who participate in them?

Unsatisfied 1 2 3 4 5 6 7 Very Satisfied

_____ I have no adequate knowledge of their satisfaction

12. When you decided to provide basic education classes for your membership, employees, or clients, why did you choose the ABE program (check as many as necessary)?

_____ Belief that the ABE program is the best available program providing basic education in our community.
_____ The ABE program provides its service free of charge.
_____ The ABE program was the only basic education program that we knew about.